DOCUMENT RESUME

ED 372 659 FL 800 786

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|---|---|
| TITLE | Materials for Tutor Training in an ESL Program for Migrant Workers: A Handbook. |
| INSTITUTION | Community Action Southwest, Waynesburg, PA. |
| SPONS AGENCY | Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. |
| PUB DATE | Aug 93 |
| CONTRACT | 99-3011 |
| NOTE | 205p. |
| PUB TYPE | Guides - Classroom Use - Teaching Guides (For Teacher) (052) |
| EDRS PRICE | MF01/PC09 Plus Postage. |
| DESCRIPTORS | Class Activities; Classroom Techniques; *Cross Cultural Training; *English (Second Language); Instructional Materials; *Literacy Education; *Migrant Education; Second Language Instruction; Teacher Education; Teaching Guides; *Tutors; Volunteer Training |

ABSTRACT

The results of a project to develop training materials for volunteer English-as-a-Second-Language (ESL) tutors, and to develop instructional materials for their migrant worker students, are presented here. The first section describes the federally-funded tutor training project, initially intended to focus on migrant workers whose first language was Spanish, train a small group of tutors, and evaluate the training's effectiveness. The second section contains the ESL instruction packet and handbook used by the tutors in training and provided for their subsequent use in instruction. These materials include guidelines for classroom behavior and procedures, questionnaires and checklists for use in evaluating and placing students, notes on intercultural communication and cultural sensitivity, forms to be used in instructional planning, suggested classroom activities designed to reinforce ESL language principles, and an annotated bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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# A HANDBOOK: MATERIALS FOR TUTOR TRAINING IN AN ESL PROGRAM FOR MIGRANT WORKERS

Project Director: Dr. Barbara Mooney
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PDE 353 Project: PA FY 92-93

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Federal Grant Award Number 99-3011
in the amount of $9,432.00

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4. ESL Training Packet and Handbook

# ABSTRACT

Title: A Handbook: Materials for Tutor Training in an ESL program for Migrant Workers

Project No.: 99-3011 Funding: $9,432.00

Project Director: Dr. Barbara Mooney Phone No.: (412) 852-2893

Agency Address: 22 West High Street
Waynesburg, Pennsylvania 15370

Description: We wanted to provide a more in depth training for our volunteer tutors who work with the migrant worker population. This was accomplished through the compilation of existing materials and the development of new materials. The materials were used in a tutor training program. At the end of the training, we furnished the tutors with their own copy of the resource and instructional materials, as well as necessary tutor supplies which we called an ESL survival kit (i.e. bi-lingual dictionary, color-coded cards, sample lessons). These materials are available to them to refer to as they provide services.

Objectives:

1. To develop tutor training materials for volunteers to use with migrant workers who are ESL students.
2. To compile the materials into a resource handbook.
3. To develop a training session using the handbook.
4. To provide this training to 15 volunteers in Washington and Greene counties.
5. To evaluate the effectiveness of this training by monitoring the resulting activities of the volunteers with 15 students.

Target Audience: ESL tutors, ABLE programs with an ESL component who do or would like to include volunteers.

Product: A final report which include a description of the training process, and a copy of the handbook developed for the training.

Method of Evaluation:

1. Evidence of the materials and resources used.
2. Evidence of training 15 volunteers.
3. Evaluative survey of the trained volunteers to determine their opinions of the value of the training and the handbook, as they work with their students, comparing their confidence and their abilities after receiving this training and using this material versus previous training they have received.

Findings: The ESL training and handbook is an excellent resource for volunteers, who have limited experience working with ESL students in multi-level settings. The handbook will help inexperienced tutors feel more confident preparing and teaching lessons to non-English speaking students. Most lessons in the handbook can also be done with families with small children.

Conclusions: Volunteers who were hesitant about tutoring in an ESL situation now feel more comfortable and confident on their abilities. Before volunteer tutors relied heavily upon the instructor for lesson planning and material preparation, but with the aid of the handbook they are better able to prepare and present lessons.

Descriptors: (To be completed only by the AdvancE staff)

# INTRODUCTION

This report contains all pertinent information concerning the 143 federally funded ABLE project: "A Handbook: Materials for Tutor Training in an ESL program for Migrant Workers." This project proposed to provide a more in depth training for our volunteers to increase their ability to work with students whose first language is not English, and who are functioning at different levels of English proficiency. This project also proposed to develop some basic, easy to read, information on teaching techniques, assessment methods and information on other resources that are available to the volunteers in a handbook and "survival kit".

Washington-Greene Community Action's Adult Education program provides ESL services to a group of migrant workers whose first language is Spanish. This was the primary target for this project. On the two farms we work with there are approximately 65 workers. The majority of the migrant workers arrive during the month of April and begin to leave in November. During that period of time, we have volunteers available to assist our instructor in the ESL classroom. We proposed to develop an 8 hour training supplement to our standard training for volunteers who are working with ESL students and to compile the materials from that training into a handbook. Adult Education staff was to provide the training and materials to 15 volunteers in Washington and Greene counties.

This project operated from July 1, 1992 to June 30, 1993. The sponsoring agency was Washington-Greene Community Action. Staff contributing to this project were the agency's personnel: Dr. Barbara Mooney, Project Director; Jane Schrock, Project Coordinator; Pamela King and Linda McBride, Adult Education Instructors; and Jackie Negley, Secretary.

This report is directed towards Adult Education supervisors, instructors, counselors, and other human service providers working with adults whose first language is not English. The information in this report may serve as a guide to others seeking to develop or strengthen their ESL services in communities. Permanent copies of the report are on file with the Pennsylvania Department of Education, Division of Adult Basic and Literacy Education Programs, 333 Market Street, Harrisburg, PA 17126-0333; and AdvancE, Pennsylvania Department of Education Resource Center, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

# BODY OF THE REPORT

## A. Statement of the Problem

After an assessment of our standard Adult Education tutor training, we identified a need to have a more in depth training for our volunteers to increase their ability to work with students whose first language is not English, and who are functioning at different levels of English proficiency. The volunteers did not feel comfortable working with ESL students without the instructor present, and expressed a need for more training to increase their confidence.

They also needed a guide to general information and resource materials which could be a basis for their tutoring career. They needed a tool they could return to for help in thinking about new problems in a systematic way.

## B. Goals and Objectives

-- To develop an 8 hour tutor training supplement to our standard training for volunteers who are going to work with ESL students (initially geared to focus on migrant workers with Spanish as their primary language).

-- To develop materials for the training which will be compiled into a handbook.

-- To provide this training and materials to 15 volunteers in Washington and Greene counties.

-- To monitor the use of the materials with these volunteers as they each work with an ESL student.

-- To evaluate the effectiveness of this project in terms of tutor confidence and student satisfaction.

## C. Procedures

Research for the handbook was conducted from September to November at libraries at West Virginia University, the University of Pittsburgh, and the Washington County public library. Existing materials from AdvancE were also reviewed. Initial materials compiled included a history of ESL instruction and overview of basic techniques.

The first tutor training was administered on October 22, 1992 at the Washington County Community Action building. A newsletter was sent to encourage attendance and promote the agenda for the training. Three volunteers, who had tutored during the summer of 1992, attended this training. This session was two fold: for the volunteers who would be working with ESL students during the winter months, and a means of evaluating the summer months' experiences. It provided staff and volunteers an opportunity to discuss changes that might be beneficial to the program including how to improve future trainings and instruction for volunteers. Volunteers gave input on what kinds of materials would be beneficial to them in working with their ESL students. Also, a questionnaire was administered to the tutors to determine effectiveness of past trainings.

From the research and volunteer input, materials for a "survival kit" were ordered and development of the handbook continued from December to March. Materials for the "survival kit" included: dictionaries, flash cards, mirrors, clocks, lap boards, chalk, chart paper, games, and money. The training packet and handbook were completed in April. The handbook included sample lessons, visual aides, and samples of appropriate games and songs that could be used to enhance instruction.

A press release was sent in April to the Washington Observer Reporter Newspaper, the Canonsburg News, and the local TV cable station announcing the need for volunteers and the schedule of the tutor training. Tutor trainings were administered on May 11, 1993 from 7:00pm to 9:00pm and the continued training on May 19, 1993 from 7:00pm to 9:00pm at the Washington County Community Action building. Additional hours of training were administered at the ESL sites as the volunteers practiced using the materials with the instructor present. ESL classes began in June with seven trained volunteers. The classes were held once a week at two different sites.

### D. Positive Objectives Met

Objectives 1, 2, and 3 were met and 4 and 5 were partially met.

1. The tutor training was developed in three stages. We first evaluated the initial tutor training and how we could modify and add to the training for our ESL tutors. Secondly, we conducted research and compiled information and activities for the

training. Then the materials were compiled into a handbook and a training was conducted.

2. These materials were compiled into a handbook for the volunteers to keep and use. Complete handbook is included with the report.

3. Two more trainings were offered in May to introduce the tutor training packet and handbook. The first session was an introduction to ESL. This included definitions and language development, history of ESL teaching methods, current models, guidelines for ESL teaching, assessment, student goals checklist, etc. The second session took volunteers step by step through the handbook to introduce general information that will provide help in developing new materials and improving their teaching skills.

4. These trainings were evaluated by the volunteers. At the end of the trainings, discussion was held between the volunteers and staff about the usefulness of the handbook presented. They expressed an increase in their confidence about going to the ESL class sessions with the aid of the handbook. They believed that the survival kit would give them more flexibility with a multilevel classroom.

5. They also felt their increased preparation would produce a better quality learning situation for the ESL students.

### E. Objectives Not Met

Objectives 4 and 5 were partially not met.

4. The October training was conducted for volunteers to

work with ESL students in the winter time. The second handbook training was proposed to be held in March, but was not conducted until May because the development of the handbook and volunteer recruitment took longer than projected. While we proposed to train 15 volunteers, only ten prospective volunteers responded to recruitment efforts, and only seven attended the training sessions

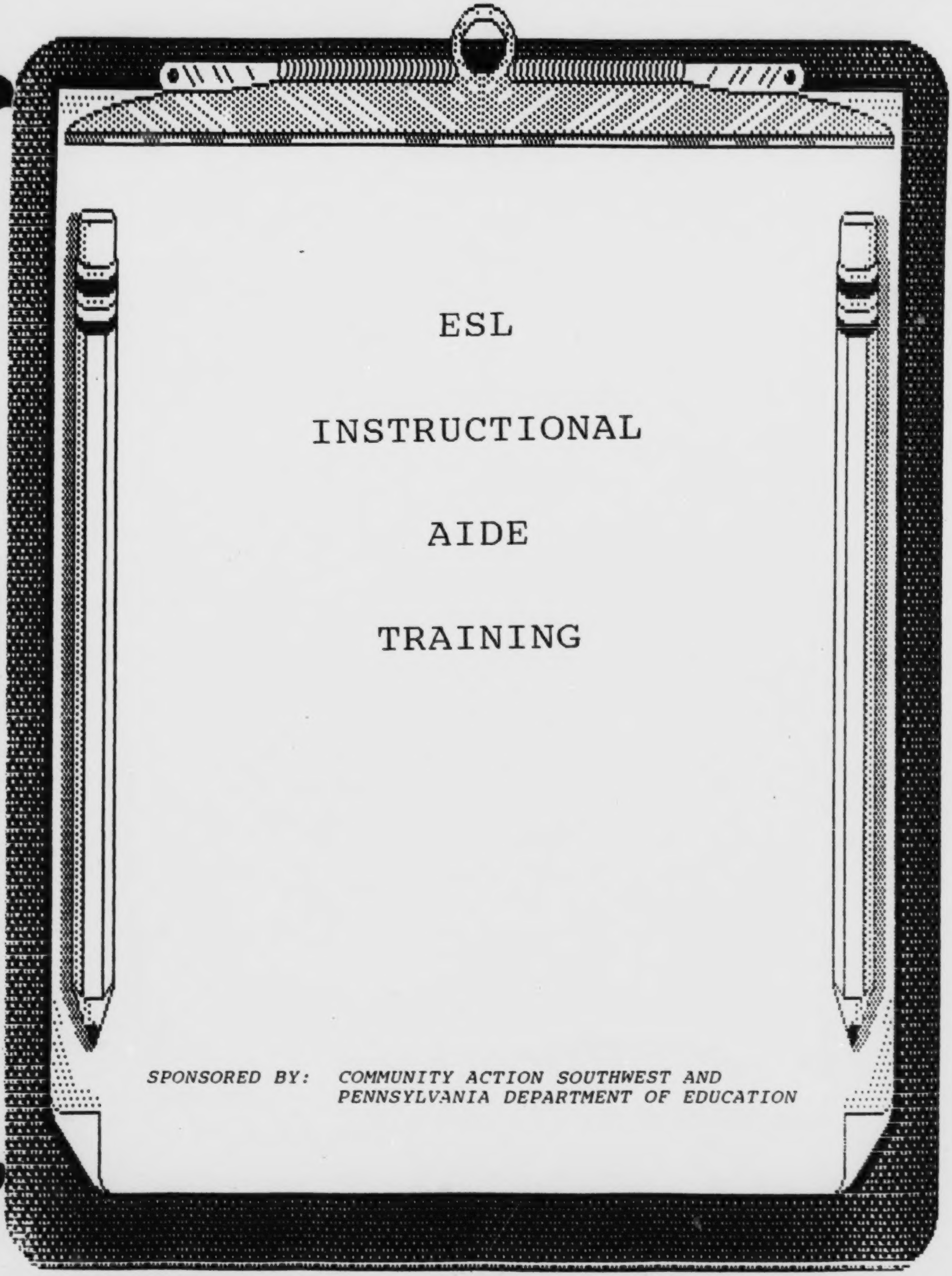
5. The effectiveness of the training and handbook activities were not conducted with the volunteers and ESL students due to the lack of ESL class time. Few ESL classes were held in the winter because most of the students had returned to Mexico, so there was no need for tutors to assist the instruction. Only a few classes have been held this summer for the migrant farm workers because of high heat and humidity. Their work schedule was changed to give them a late afternoon dinner break, and then they were required to go back to work until dark. This schedule made it difficult for ESL classes to be scheduled when tutors were available.

### F. Evaluation

An evaluation was conducted for the trainings in October and May. The tutors felt the trainings were beneficial. As there has been limited use of the handbook a proper evaluation has not been done. The completed handbook is attached for other programs to use and evaluate.

## G. Distribution

Copies of the ESL Training and Handbook are available through the Department of Education and AdvancE at 333 Market Street, Harrisburg, PA 17126-0333.



# ESL
# INSTRUCTIONAL
# AIDE
# TRAINING

*SPONSORED BY: COMMUNITY ACTION SOUTHWEST AND*
*PENNSYLVANIA DEPARTMENT OF EDUCATION*

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**Community Action Southwest**

## INTRODUCTION

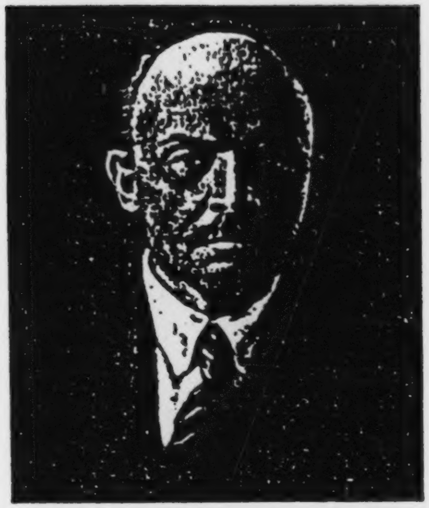
Welcome to Washington-Greene County Community Action Corporation training program for Instructional Aides. Our goal is to provide you with skills and information that you will need while working with adult students in our Project First Step program.

Project First Step is so named because it is not an end in itself, but merely the first step in aiding adult learners to become self-sufficient. It is divided into two catagories: Adult Literacy (AL) and English as a Second Language (ESL). We will be providing you with information and skills for working with adults whose native language is not English, but who need to learn English in order to function in our country.

The people you will be dealing with are migrant farm workers from Southern Mexico. They currently reside and work at the McClelland and Simmon's Farms. They journey North in April or May to start work here, and return to Mexico in October. However, some reside in the U.S. year-round.

These people desire a functional knowledge of English so that they can be self sufficent. In order for that, they need instruction and practice. That's where you come in. You need not know their language to be able to help them learn English.

Vamos!



## Как учился В. И. Ленин.

Учился он легко и охотно.

И способности были у него хорошие, да и отец приучал его к усидчивости, к точности и внимательному исполнению заданного.

Учителя его говорили, что Володе очень помогает то, что он всегда внимательно слушает объяснение урока в классе.

Он запоминал обыкновенно в классе нов урок. И дома ему приходилось лишь немн повторить его.

По А. Ульяновой

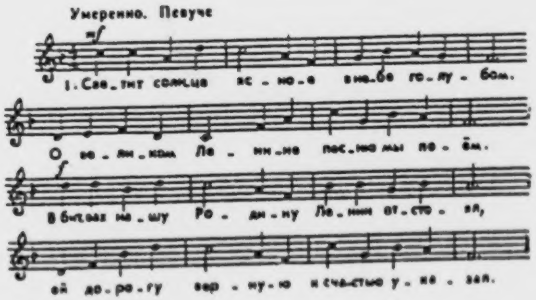
## В. И. Ленин.

Светит солнце ясное
в небе голубом.
О великом Ленине
песню мы поём.

В битвах нашу Родину
Ленин отстоял,
ей дорогу верную
к счастью указал.

Он для счастья нашего
жизни не жалел,
он беречь Советскую
Родину велел.

Т. Волгина


Умеренно. Певуче
1. Све-тит солнце яс-но-е в не-бе го-лу-бом.
О ве-ли-ком Ле-ни-не пес-ню мы по-ём.
В битвах на-шу Ро-ди-ну Ле-нин от-сто-ял,
ей до-ро-гу вер-ну-ю к счастью у-ка-зал.

Tutor Exercise 1:

# ☐ TUTOR AWARENESS INVENTORY ☐

**Tutor Trainer:** Photocopy this page before the workshop.

**Tutor:** How accurate is your knowledge about literacy and adult learners? Complete this self-test to find out. Read the statements, then write *T* (*true*) or *F* (*false*) next to each.

____ 1. It is necessary to know the student's language before you can teach him or her English.

____ 2. It is not necessary to correct a student's pronunciation unless you cannot understand him, or the meaning of the word is changed.

____ 3. It is best to speak very slowly to make sure your student understands you.

____ 4. Never teach slang or idiomatic phrases.

____ 5. Knowing many words in English is equivalent to being able to converse in English.

____ 6. When a person does not know English, sometimes it helps to speak loudly to him or her.

____ 7. When working with adult ESL students, it is important to treat them as adults and use material geared for adults.

____ 8. Tutors should be flexible about lesson plans and willing to try something different if the lesson isn't working.

____ 9. All students learn most effectively by the same method.

# Facts About Speaking

## Changing Speech Takes Time

Speech is a neuro-muscular activity that is learned very early in life. Those early lessons have become individual — a part of the self just like the way one walks or does other activities. To change speaking patterns, one must retrain his/her muscles — it cannot be done overnight!

## Changing Speech Takes Practice

It has been found that to change a physical habit, you must repeat the new activity 25-30 times each practice period. There is no substitute for *regular* practice. We recommend two or three short (10-15 minute) practice periods *per day* between sessions.

## Changing Speech Takes Guts

Speech is a part of ourselves. Learners may feel that some of their personality is being threatened by this new activity. Also, others may hear them change and be upset. But, remind the learners that they are not changing who they are, just what they do!

## Changing Speech Puts the Learner in Control

When learners know how to speak clearly, they can concentrate on what they are saying, secure in the knowledge that they will be heard and understood.

**Clear and effective speech will give the learners power!**

Mary Earle, 1989.

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## DEFINITIONS

ESL/EFL - English as a Second Language; English as a Foreign Language

TPR - Total Physical Response: a method of instruction that requires the student to complete an action.

CBE - Competency Based Education: a method of instruction that has specific competencies (give correct change, make simple introductions, etc.) that are accomplished in each lesson.

## LANGUAGE DEVELOPMENT

Learning a new language is similar to a toddler learning his native language. Watch how a toddler acquires his language skills. You will notice that there are steps to learning a language. The toddler must be able to reproduce sounds which requires listening skills. The toddler can understand many commands before being able to reproduce those sounds. Someone trying to learn a new language will be able to understand more than he can say. Then a toddler starts using these words, imperfect at first, using only vocabulary necessary to convey his message. Then when these basic vocabulary words are absorbed, he can focus on details - grammar, sentence structure, etc. The more the child hears the language used correctly, the more he is able to use it correctly.

However, the child has an advantage that the adult learner does not. When he or she makes a mistake it is often looked upon as cute. The mistake is not as noticeable as the fact that the child is talking. The adult learner, on the other hand, may appear unintelligent when he or she misuses the language. This is a sting to the self-esteem as no one wants to appear stupid. Adults are very aware of this and will often internalize this into the belief that they "just can't learn English".

Native language is appropriate to use with beginning language learners. They are in an environment where they must function immediately in this new language. Therefore, they do not have the luxury of trial and error and need immediate feedback. Where a toddler will try new words even though he cannot say them correctly, an adult is not so inclined. Therefore, if the tutor has the ability to converse in the native language, or if there is a more advanced student willing to help out, the native language supplemental instruction will greatly increase confidence.

Sometimes I have had a tutor come up and apologize for "wasting" so much time just "talking" to the student. Then the student will come up to me and tell me how much he just learned from that very conversation. The student may have had a word explained that was very confusing or had learned about a difference in culture. Conversation can help a student express himself and give him the satisfaction of having been understood through a "free" conversation.

Conversation, when skillfully used, can be a very effective tool that the tutor possesses. Correct grammar can be modeled. Opportunity to use learned vocabulary is provided. Conversation provides a chance for the student to ask questions and thus to clear up misunderstandings. It allows the student to direct the lesson to what he is interested in learning and student and tutor to get to know each other. This in turn provides a more relaxing atmosphere.

Once the student is able to listen and speak with understanding, reading and writing are the next developmental steps. The sequence of language development should be kept in mind when you develop lesson plans and will aid in your student's progress.

# THE SEQUENCE OF LANGUAGE DEVELOPMENT

EXPERIENCE

LISTENING

SPEAKING

READING

WRITING

## REASONS FOR LEARNING ENGLISH

It is helpful to know why your student wants to learn English. Conversational English students have specific motivations for language learning. For example:

1. They want to get jobs. Even a dishwasher needs to be able to follow instructions in English. An accountant from one country may find him/her self working as a maintenance person in the United States because he/she can't transfer job abilities to the English speaking market.

2. They want to pass medical boards or take graduate courses. Often people who are well educated and can read and write English fluently need help in the verbal communication skills.

3. They want to make friends in this new country.

4. They need to be functional, in their new country to be able to go shopping, get to a doctor or a clinic, answer the telephone, listen to the radio and TV, and enjoy American movies.

5. They want to become citizens and need help to pass the citizenship test.

6. They want to be able to speak English with the younger members of the family. Older students who cannot speak English often are embarrassed and ashamed because the younger people in their household only want to speak English.

If you can understand an individual's reasons for wanting to learn, you can zero in on helpful ideas.

# HISTORY OF ESL TEACHING METHODS

Currently ESL methods have come under much study. It used to be the only method was the "you'll-pick-it-up-sooner-or-later" method. Immigrants new to America and its language were just left to themselves. Over the years, researchers have discovered more about how language is acquired. This has led to the development of different methods, each method trying to overcome a weakness of a previous method. The purpose of this section is to briefly cover some of these methods, show examples, and their strengths and weaknesses. I think it is important to note that not every method works with every person.

Learning English as a second language is different than learning English (or any other language) as a foreign language. Second language learners need to learn that language in order to survive and function in their new surroundings while those learning foreign languages may never use that language.

## GRAMMAR TRANSLATION METHOD

The first method that most anyone who has tried to learn a second language is familiar with is the "grammar-translation method". Under this method, you learn about the language. You study its grammar and its vocabulary. However, many students who have studied under this method, cannot communicate with the people of their target language when they visit that country.

EXAMPLE: First you learn the alphabet and each sound. Then vocabulary is introduced in isolation, such as cat, dog. Then the grammar rules are studied: these are pronouns (etc.). These are verbs, and this is how you conjugate them (etc.). Students are given rules and then examples to do. It is assumed if you know the grammar rules, you can translate the material.

STRENGTH: Drill and reinforcement.

WEAKNESS: Doesn't work in conversational language; no practice in spoken language; doesn't deal with the idioms of the language which are necessary to communication.

## DIRECT METHOD/ORAL APPROACH

Language is presented from easier to harder concepts, from simple introductions to language you're most likely to use while traveling and so on. Grammar is learned as its needed and taught through examples. The vocabulary is restricted to the words necessary to communicate an idea.

EXAMPLE: The Berlitz language tapes uses phrases and short dialogues.

STRENGTH: Practical application, practice in speaking the language.

WEAKNESS: The Vocabulary is limited and inability to understand answers to questions that vary from the model learned.

## AUDIOLINGUAL METHOD

World War II created a need for "instant speakers" of the language of the country that soldiers were being sent to. So concepts from behavioral psychology and linguistics (the study of language) were added to the Direct Method and Oral Approach. Speaking before reading and writing is still emphasized. Students memorize dialogues and practice structured drills. Grammar is taught sequentially. Lessons are taught in the target language and students learn the language through practicing the language. (Guglielmino, 1991) This became popular in the 1950's and 1960's and was the standard method of instruction.

EXAMPLE: (dialogue) "Hello, my name is ..."
"What's your name?"
(response) "My name is ..."
"I am glad to meet you."

A grammar lesson follows on am, is, are.

Teach a lesson practicing pronunciation, then separate lessons on reading and composition that may not necessarily relate to each other.

STRENGTH: Practical, practice in speaking and using language.

WEAKNESS: Compartmentalized into speaking, pronunciation, grammar, conversation, reading, composition and not used together.

## MODIFICATIONS

During the 1960's and 1970's, specialized approaches to teaching English cropped up. These simply dealt with one area of concentration such as Vocational ESL (VESL), ESL for Science and Technology (EST), and so on.

Other methods that were developed are: 1. The Silent Way Method encouraged students to take responsibility for learning and to get a feel for the language's sounds and rhythms. 2. Counseling-learning is student centered. The student's needs and experiences affect what is studied. 3. Total Physical Response (TPR) emphasizes the importance of the student to participate in an active way. For example, give commands that the student would actually follow, such as: pick up the pencil, open the book, etc.

Each of the methods failed to become "the method", but each method offered new insights to language learning.

# INTRODUCTION TO CURRENT MODELS

Communication is vital. Consider the number of times you communicate throughout the day: to express feelings, request information, answer another's request, and so on. Now imagine yourself in another country where you must work and live. The language is different; the people are different; even the culture is different. No one speaks your language. What would you do? What would you want to communicate to others? Now you have an idea of what your student is going through.

When I first started working with speakers of other languages, trying to teach them English, I immediately was confronted with how enormous of a task this was. Who were these people? What did they need to learn? What did they want to learn? What did they already know? How long does it take to learn English? But most of all, where do I start?

The purpose of this handbook is to help you find the best place to start. It is not meant as an in-depth coverage of ESL teaching methods, but simply to familiarize the novice teacher or tutor with some of the methods and materials available to them. The best place to start will depend on your student's needs and abilities.

In Adult Education, student goals are very important. Adults come to class with specific goals in mind, even if they can't articulate them. If those goals are not satisfactorily met, those students don't come back. Therefore, it is very important to know what your student needs or wants because experience has shown that adults' goals will be better realized if the ESL program is carefully focused. The types of ESL approaches outlined on the following pages have proven successful for refugees and immigrants. Each outline can serve as a framework for an ESL program or as a component of a total program.

These frameworks focus on ESL with specific goals. They are not mutually exclusive, but are overlapping and can be supportive of each other. A framework may be separated into subareas selected to meet the needs of the adult students.

THE CURRENT MODELS IN ESL TEACHING ARE:
1. Survival ESL (Conversational ESL)
2. Literacy ESL
3. BAsic Skills ESL
4. General Vocational ESL
5. Occupation-Specific ESL
6. Home Management ESL

## CURRENT MODELS IN ESL TEACHING

### 1. SURVIVAL ESL

*Definition.* Provides the language necessary for minimum functioning in the specific community in which the student is settled.

*Students to be served.* Can be used with all adults.

*Delivery.* Any of the delivery settings outlined (nonformal, single multilevel class, center, job site) may be used, but the system chosen should be suited to the numbers to be served and their geographical distribution.

*Intensity.* Recommended 6 to 15 hours per week, no fewer than 3 day per week. Best offered on a basis of 5 days per week, with a maximum of 3 hours per day.

*Content.* May include but not be limited to simple statements, questions, and vocabulary relating to the following areas:

Consumer/environmental concerns, eg.,
  personal information
  money/credit
  housing
  health
  communications
  shopping (food/clothing, nonessentials)
  community resources
  insurance
  taxes
  emergency measures
  American convention, eg.,
  social customs and manners
  classroom procedures

*Outcome.* Adults who complete ESL/Survival should be able to do the following:

*Ask and answer questions related to daily living and other familiar subjects.

*Understand simple statements and questions addressed to them within their limited language scope and be able to ask for clarification when necessary.

*Make themselves understood by native speakers paying close attention, after repetition and clarification, since errors in pronunciation and grammar will probably be frequent.

*Control vocabulary adequate for daily living needs, but probably inadequate for complex situations or ideas.

*Read essential forms, numbers, labels, signs, and simple written survival information.

*Fill out essential forms and write name, address, phone number; make emergency requests.

*Special Consideration:* ESL/Survival is the most generally applicable of all frameworks. ESL/Survival overlaps all the other frameworks. The use of native language aides is highly recommended.

### 2. LITERACY ESL

*Definition.* Differs substantively from literacy programs for native speakers of English. In ESL/Literacy, the learner reads and writes initially only the carefully controlled patterns that have been practiced in listening and speaking.

categories:

- *Nonliterate: Those who have no reading and writing skills in any language.
- *Semiliterate: Those who have the equivalent of three to four years of formal education and/or possess minimal literacy skills in any language.
- *Non-Roman alphabetic: Those who are literate in their own language (e.g., Khmer, Lao, Farsi, etc.) but need to learn the formation of the Roman alphabet and the sound-symbol relationships of English.

*Delivery.* Students who are nonliterate will need to spend more time than semiliterate and non-roman alphabetic with prereading skills. Semiliterate and non-Roman alphabetic students may enter other types of ESL. Depending on their literacy needs, students may also be in a special literacy class and/or receive intensive tutorial instruction.

*Intensity.* Recommended 5 days per week, maximum 1 to 2 hours per day.

*Content.* ESL/Literacy training involves the following: Prereading skills. Basic vocabulary and grammar suited to the needs of adults until control in listening and speaking is established. Identification of symbols (letters and numbers). Associating the spoken forms with the written forms (e.g., a spoken sentence with the way it is written). Reading basic words and sentences. Writing basic words and sentences.

*Outcome.* Students who complete ESL/Literacy should be able to do the following:

- *Recognize and match similarities and differences in letters and words.
- *Arrange letters and words in appropriate sequence.
- *Recognize the words and sentences already practiced listening and speaking.
- *Distinguish differences in sounds.
- *Produce the sounds.
- *Recognize the written form of the sounds.
- *Produce the written form of the sounds.
- *Show an understanding of word order.

*Special Considerations.* Mastery of basic literacy concepts is necessary for progress in ESL/Survival, ESL/Basic Skills, ESL/General Vocation, ESL/Occupation-Specific, and ESL/Home Management. The content material in ESL/Literacy needs to be presented in sequence. The ideal situation for literacy training is a one-to-one tutorial. The use of native language aides to clarify basic concepts and skills may be an important part of ESL/Literacy.

### 3. BASIC SKILLS ESL

*Definition.* Helps the adult to develop the abilities needed to meet requirements for normal (as opposed to minimal) daily living in the United States. Is more comprehensive than Survival ESL.

*Students to be served.* Can be used with all students.

*Delivery.* Any of the delivery settings outlined (nonformal single multilevel class, center, job site) may be used but the system chosen should be suited to the number of clients to be served and their geographical distribution.

*Intensity.* Will vary greatly depending upon the local situation and the basic skills level of the adults to be served.

*Content*. May include but not be limited to the following:
*Communication skills required in normal daily interaction in the United States, e.g.,
Conversing with friends, coworkers, sales and service people, physician, teacher.
Reading labels, prices, bus schedules, signs, directions.
Making requests, expressing intent, giving and taking instruction.
Writing letters, completing forms.
*Mathematics skills required in normal daily interaction in the United States, e.g.,
Addition, subtraction, multiplication, division.
Using a ruler or yardstick, measuring cup, scale, and other instruments of measure.
Understanding distances, weight, prices, time telling.
*Being a good citizen.
*Consumer/environmental skills for normal daily living in the U.S., relative to the following areas:
personal information
money/credit
housing
health
communications
transportation
shopping (essentials, nonessentials)
community resources
insurance
taxes
emergency measures
*Becoming a U.S. citizen
*Skills needed to satisfy state/local requirements for education/employment, such as GED.

*Outcome*. In normal daily interaction, students who complete Basic Skills ESL should be able to do the following:
*Understand nontechnical spoken and written English.
*Speak in nontechnical English with acceptable pronunciation and grammar.
*Write nontechnical English with acceptable spelling and grammar.
*Perform the four basic math functions and use fractions, decimals, percentage, and measurements.
*Satisfy state or local language and math functional requirements, such as grade level equivalency or GED.
*If necessary, they should also be able to meet language requirements for driver's license and citizenship.

*Special Considerations*. Where small numbers are to be served, Basic Skills ESL may include survival and/or literacy through the outcomes listed above. Where larger numbers are to be served, Basic Skills ESL can be used as the next higher level for those who have completed survival and/or literacy components. Basic Skills ESL is especially appropriate for those adults whose education has been limited or interrupted.

### 4. GENERAL VOCATION ESL

*Definition*. Provides students with language and skills necessary for getting and keeping a job, an orientation to the American job market, expectations about work in the U.S., and

American job market, expectations about work in the U.S., and the ability to deal with (a) the application and interview process without extensive assistance, and (b) work-related interpersonal interactions.

*Students to be served.* For those who wish and have the ability to get, keep, or advance in a job.

*Delivery.* Any of the delivery settings outlined (nonformal, single multilevel class, center, job site) may be used, but the system chosen should be suited to the number of students to be served and their geographical distribution.

*Intensity.* Will vary according to the local situation and needs.

*Content.* May include but not be limited to the following:

*Language skills with an emphasis on
  Pronunciation
  Aural (listening) understanding
  American idioms
  Informal language use

*Other skills and information with an emphasis on
  Job finding/seeking
  Interviewing
  Filling out applications and forms
  Career exploration
  Employer expectations
  Employee rights and responsibilities
  Salaries and fringe benefits
  Assessing marketable skills
  Interpersonal relationships in a work setting
  Giving and taking instructions
  Cultural work norms
  Test-taking skills

*Outcome.* Students who complete General Vocation ESL should be able to demonstrate the skills necessary to acquire, maintain, and advance on the job, such as the ability to do the following:

*Complete forms
*Give and take instructions
*Interpret a paycheck stub

*Special Considerations:*

*General Vocation ESL is particularly applicable to evening programs.
*A successful outcome may include placement in a vocational training program.
*General Vocation ESL is appropriate for those students who want to work but who do not want to go into skills training.
*The materials used should reflect the emphasis placed on idioms and on the language and customs of the workplace.
*The use of native language aides may be very helpful in explaining American customs and practices in terms the students can understand, especially those with low-level English skills.

5. OCCUPATION-SPECIFIC ESL

*Definition.* Provides the specific English necessary for success in training and /or on the job in a particular occupation. Differs from General Vocation ESL in that students are prepared for a specific occupation such as electronics assembly, auto mechanics, food services, clerical work, dental hygiene.

*Students to be served.*

*Those who want vocational training programs.

*Adults on the job who need English skills relevant to that job.

*Delivery.* One-to one teaching or tutoring situations. ESL center or combinations of ESL and vocational training programs/technical education centers. Work sites employing numbers of limited English speakers.

*Intensity.* The intensity will vary depending upon the type of vocational training or job requirements.

*Content.* May include but not be limited to specific understanding, speaking, reading, and writing skills needed to succeed in a particular job. The following areas are typically covered:

*Safety language
*Asking and answering work-related questions
*Explaining problems with work or machinery
*Reporting on work done
*Understanding and giving instructions
*Making requests
*Informal conversation on the job
*Occupation-specific vocabulary

*Outcome.* Students who complete Occupation-Specific should be able to communicate on the job in the specified occupation.

*Special Considerations:* Occupation-Specific ESL works best when offered in conjunction with occupational training or employment. Institutions should be ready to adapt vocational instruction to limited English speakers. Because there is a general lack of occupation-specific ESL materials, institutions should be prepared to do extensive analyses of the language used in each occupation. Occupation-Specific ESL requires extensive coordination and contact among vocational instructors, ESL instructors, job counselors, and employers.

### 6. HOME MANAGEMENT ESL

*Definition.* Provides English as related to the skills of running a household, caring for families, and living safely in a technological environment.

*Students to be served:*

*Women:
  With infants and small children for whom day care is not a feasible option.
  With special learning problems due to handicap, nonliterary or lack of formal educational experiences.
  Who are unable to utilize public transportation.
*Homebound elderly

*Delivery.* Either a home or a formal/nonformal class setting.

*Intensity.* Recommended 6 to 15 hours per week, at least twice a week.

*Content.* May include but not be limited to the following home management areas:

*Cooking
*Cleaning and home maintenance
*Use of energy
*Shopping for food and clothing
*Nutrition
*Safety (including appliance use)

*Emergency needs
*Money management
*Family health care
*Parental responsibilities
*Transportation
*Telephoning
*Awareness of social services
*Effective use of time
*American social customs, manners, and practices

*Outcome.* Adults who complete Home Management ESL should be able to do the following:

*Satisfy routine daily living needs related to household management and minimum courtesy requirements.
*Ask or answer questions on topics relating to daily family living and other familiar subjects.
*Understand simple statements and questions, ask simple questions, and ask for clarification when necessary, within their limited language scope.
*Possess vocabulary adequate for homemaking and family care needs, but probably inadequate for complex situations or ideas.
*Be understood by native speakers paying close attention after repetition and clarification, since errors in pronunciation and grammar will probably be frequent.
*Read essential forms, numbers, labels, and signs.
*Fill out forms and written survival information.
*Write name, address, phone number, and make emergency requests.

*Special Consideration:*

*Home Management ESL ideally will include both instruction in English and cultural presentations in the native language(s). Field trips into the community will be useful.
*The use of native language aides will contribute to the success of this type of program.
*Special transportation to and from class may have to be provided for some students.
*Provisions may be needed at the learning site for students' infants and small (preschool) children. Personnel involved with the care of children should include members of the students' ethnic groups, if possible.
*It is necessary to be especially sensitive to the adjustment considerations of the elderly.
*Literacy training may be necessary.

# ASSUMPTIONS ABOUT ADULT LEARNERS

a. They learn what they want to learn.

b. They learn when they are ready to learn.

c. They learn through observation.

d. They learn through association of ideas.

e. They learn through logical thinking.

f. They learn by analysis.

g. They learn by achieving some measure of success.

h. They learn by facing some situation of tension and overcoming their difficulty.

i. They learn by doing.

j. They face complex personal situations and difficult social adjustments.

k. Each one is a whole person who thinks, feels and makes decisions.

l. Each one can become a better functioning individual.

m. Each one is self-directing, has a sense of duty, a desire for improvement.

n. They all have the following tendencies:

   1. urge for security
   2. urge for recognition
   3. urge for new experiences
   4. urge for social response and acceptance
   5. urge to help and cooperate

# A SHORT SET OF GUIDELINES FOR EFFECTIVE ESL TEACHING

*If you are a new ESL teacher, one of the best ways to succeed in your new position is to find persons who do it well, watch them, and ask questions. This section provides another way to do just that. A group of highly successful ESL teachers and supervisors were asked what tips they would give. Their responses follow. Some have been discussed in this book; all represent a combined total of several hundred years' experience of ESL teaching.*

*If you are an experienced ESL teacher, you know that one of the best ways to grow and improve in your field is to meet and compare notes with your peers. This set of guidelines gives you the opportunity to attend such a "conference". You will probably have tips of your own to add.*

## The first day of class-

1. Learn the students' names and how to pronounce them. Use nametags to help students learn each other's names as well.
2. Find out something about your students' backgrounds if possible. This information would include native country, first language, level of education, job experience, and length of time in this country.
3. Create a comfortable, nonthreatening atmosphere.
4. Find out students needs in the four skill areas: listening, speaking, reading, and writing. This does not mean you must administer a formal test on the first day.
5. Determine some short-term goals.
6. Set up a clear system of signals so that students know when you want them to repeat what you have said.

## Then and thereafter-

1. Speak in a natural tone of voice. Use normal intonation, rhythm, pace, and volume.
2. Teach by topic, situation, or competency (in other words, teach for a purpose).
3. Make sure your subject matter is relevant. Your students should leave class every day with language they can use.
4. Limit your language in quantity and complexity.
5. Proceed slowly. Don't feel pressured to run through a text.
6. Remember: There is no perfect text. Adapt, adjust, and add to meet your students' needs.
7. Allow adequate time for practice of new vocabulary and language structures. The amount of drill and repetition needed can be surprising.
8. Review every day.
9. Vary activities frequently.
10. Don't correct every error when students begin to speak.
11. Avoid totally negative feedback when an error is made.
12. Help students set small, incremental goals.
13. Give students a chance to learn on their own. Don't teach everything.

14. Care about your students' lives, and show it.

15. Be flexible. The best language lesson may grow from a student's shared experience (an accident, a wedding, anything that is important to students).

16. Start learning a foreign language yourself, to see how difficult it is.

17. Don't be threatened by what you don't know. As Winston Churchill once said, "It is better to do something than to do nothing while waiting to do everything." There is an array of approaches, methods, and materials in ESL instruction. This reservoir of possibilities sometimes intimidates teachers, but if you are committed to helping your students learn English (and you are, or you wouldn't be reading this guide), you will develop an approach that works well for you and your students.

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Adult ESL Instruction: A Sourcebook
Lifelone Learning Books

# ASSESSMENT: WHERE ARE THEY STARTING?

Assessment is a critical area in adult ESL. A student who is asked to work above his or her level will become frustrated and discouraged; one who begins working below the appropriate level will be bored and probably upset by the lack of progress. Community Action Southwest will already have assessed the student and provide the materials, but you as the tutor can provide feedback if these materials are appropriate.

Most tests will indicate that a student falls into one of the following six broad categories:

1. low beginner
2. high beginner
3. low intermediate
4. high intermediate
5. low advanced
6. high advanced

# INFORMAL PLACEMENT TEST
## PRE-TEST

☐ ESL Level 0 ☐ ESL Level I ☐ ESL Level II ☐ ESL Level III ☐ ESL Level IV

**Student's Name** ______________________________ **Date** __________

**Tester's Name** ______________________________

**ESL Level 0** If the student is unable to understand or respond in English, or answers only one or two questions in Level I (in standard or poor English), the ESL Level is 0.

**ESL Level I** If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. If the student answers two or fewer Level I questions correctly (in standard or poor English), the ESL Level is 0.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. Hello! what's your name? | ______ | ______ | ______ |
| 2. What's your address? | ______ | ______ | ______ |
| 3. What country are you from? | ______ | ______ | ______ |
| 4. Are you working now? | ______ | ______ | ______ |
| 5. What month of the year is this? | ______ | ______ | ______ |

(Number of correct answers in Level I ________)

**ESL Level II** If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESI Level is I.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. How many years did you go to school in (native country)? | ______ | ______ | ______ |
| 2. Did you ever study English before? | ______ | ______ | ______ |
| 3. How do you (or your husband or children) get to work (or school)? | ______ | ______ | ______ |
| 4. If you can't meet with your tutor for a lesson what could you do? (or) If you have a headache, what would you do? | ______ | ______ | ______ |
| 5. (If your student is employed) What kind of work do you do? (If your student is not in the labor market) what do you like to do for fun? | ______ | ______ | ______ |

(Number of correct answers in Level II ________)

**ESL Levels III and IV** Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions the ESL Level is II. If the student gets one correct answer (three-sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. Why did you move to (present location)? | ______ | ______ | ______ |
| 2. How do you think studying English will help you? | ______ | ______ | ______ |
| 3. Tell me how you celebrate (one of student's native holidays, or a birthday)? | ______ | ______ | ______ |

(Number of correct answers in Levels III and IV ________)

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# INFORMAL PLACEMENT TEST
## POST-TEST

☐ ESL Level I ☐ ESL Level II ☐ ESL Level III ☐ ESL Level IV

**Student's Name** ________________________________ **Date** ________

**Tester's Name** ________________________________

**ESL Level I** If the student answers three to five Level I questions correctly (in standard or poor English), the ESL Level is at least Level I. Continue testing with Level II questions to determine possible higher level ability. It is assumed that a student can answer at least three Level I questions correctly (in standard or poor English) after tutoring.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. What's your husband's (son's, mother's) name? | | | |
| 2. Where does (he, she) (work, got to school, live)? | | | |
| 3. Do you have a brother or sister? | | | |
| 4. How long have you been in this country? | | | |
| 5. What day is it today? | | | |

(Number of correct answers in Level I ________)

**ESL Level II** If the student answers three to five Level II questions correctly (in standard or poor English), the ESL Level is at least Level II. Continue testing with Levels III and IV questions to determine possible higher level ability. If the student answers two or fewer Level II questions correctly (in standard or poor English), the ESl Level is I.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. How did you travel to this country? | | | |
| 2. How long have you been studying English? | | | |
| 3. Do you speak any other languages beside (native language)? | | | |
| 4. What's your favorite TV show? | | | |
| 5. If you cut your finger, what would you do? | | | |

(Number of correct answers in Level II ________)

**ESL Levels III and IV** Encourage your student to answer in at least three sentences. If the answers are too brief, you can suggest, "Tell me more." If the student cannot give a three-sentence answer for any of the following questions the ESL Level is II. If the student gets one correct answer (three-sentences), the ESL Level is III. If the student gets two or more correct answers (three sentences each), the ESL Level is IV.

| **Questions:** | **Correct Answer (Standard English)** | **Correct Answer (Poor English)** | **Incorrect Answer** |
|---|---|---|---|
| 1. Why did you move to (present location)? | | | |
| 2. How do you think studying English will help you? | | | |
| 3. Tell me how you celebrate (one of student's native holidays, or a birthday)? | | | |

(Number of correct answers in Levels III and IV ________)

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# Student Goals Checklist

Tutors: Read the following goals to your student. Check all of the goals your student thinks he/she can do and those that he/she would like to do. Do not mark anything if it is of no interest.

| Can Do | Wants To Do | |
|---|---|---|
| | | For the Job: |
| ______ | ______ | Read want ads in a newspaper |
| ______ | ______ | Read a paycheck stub |
| ______ | ______ | Read memos from the office |
| ______ | ______ | Get a better job |
| ______ | ______ | Fill out application forms |
| ______ | ______ | Write a letter to get a job |
| ______ | ______ | Get into the military |
| ______ | ______ | Take a test for a new job |
| ______ | ______ | Write end-of-shift logs or reports |
| ______ | ______ | Read employee benefit packages |
| ______ | ______ | Read and write specific job vocabulary |
| ______ | ______ | Read and write notes from co-workers |
| ______ | ______ | Write inventory lists |
| ______ | ______ | Do math for the job |
| | | For the Family: |
| ______ | ______ | Read to young children |
| ______ | ______ | Help children with English homework |
| ______ | ______ | Help children with math homework |
| ______ | ______ | Read medicine labels and learn illnesses |
| ______ | ______ | Read and write childrens' schools |
| ______ | ______ | Read daily mail |
| ______ | ______ | Understand a bill |
| ______ | ______ | Read a phone book |
| ______ | ______ | Read and write shopping lists |
| ______ | ______ | Understand a checkbook and banking |
| ______ | ______ | Read contracts before signing |

| Can Do | Wants To Do | |
|---|---|---|
| | | **For the Self:** |
| ____ | ____ | Read books for enjoyment |
| ____ | ____ | Write letters to friends |
| ____ | ____ | Keep a diary |
| ____ | ____ | Pass the written driver's test |
| ____ | ____ | Read a map |
| ____ | ____ | Read a newspaper |
| ____ | ____ | Read labels and billboards |
| ____ | ____ | Read the Bible |
| ____ | ____ | Read magazines |
| ____ | ____ | Order from a menu |
| ____ | ____ | BECOME U.S. CITIZEN |
| | | **Educational Goals:** |
| ____ | ____ | Learn to use a computer |
| ____ | ____ | Learn to use a dictionary |
| ____ | ____ | Learn basic math |
| ____ | ____ | Get a G.E.D. |
| ____ | ____ | Go to training school |
| ____ | ____ | Go to college |
| | | **Social Goals:** |
| ____ | ____ | Participate in church activities |
| ____ | ____ | Get involved in community politics |
| ____ | ____ | Get involved in parent/teacher organization |

# Intercultural Communication/Cultural Sensitivity

Newcomers to this country are bombarded by many different sights and sounds. *Culture stress* soon sets in. Most expect language problems, but they cannot imagine or prepare for the trauma of changing from self-assured individuals to uninformed, dependent persons.

*Culture stress* is not a phenomenon affecting only those coming to the United States. Consider how you might feel when faced with the same set of circumstances in another country!

Culture is a mold in which we are all cast, and it controls our daily lives in many unsuspecting ways. We are *cultivated by our culture.* Such things as the history of our past, religions, educational systems, environment, marriage and family structure all combine to make us who we are. This is the same for people from other countries.

We are products of our culture, and many of our ideas often result from cultural bias. This causes *stereotyping.* A stereotype is an idea of how *everyone* in a certain group looks or acts. Stereotypes are usually too general, too simple, and not very attractive. Few real people fall into the "typical" picture. Members of other cultures are as individual as members of our own.

**Culture is important** to you as a Conversational English tutor. The Conversational English teaching techniques can be mastered fairly quickly, but your teaching success will be greater if you are sensitive to your learners' backgrounds and their reactions to our culture.

Sometimes we try to push our own values onto our learners, either consciously or unconsciously. Customs that we take for granted here may be quite different in other countries. Learners are often thrown into situations in which the philosophy and values are entirely contrary to their way of thinking. Sometimes we think something is right because *we* do it. Or that we can change centuries-old traditions because it's convenient to do so.

Little cultural misunderstandings may come up throughout your teaching experience, so it helps to become familiar with some of the common cultural characteristics of your learners' countries. We suggest you read history books about your learners' homelands, look at up-to-date maps of the areas, and read modern novels about their cultures (preferably one written by a national of that country).

**Ask your learners questions** about their culture — these make good lessons. Show that you are interested in their countries, not just in changing them into instant Americans or Canadians. Learners don't come to the United States or Canada to have their cultures washed away, although sooner or later it becomes

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more convenient or they become so North-Americanized that the "North American Way" becomes their way.

**Be sensitive** to your learners' backgrounds and customs. Don't fall into the trap of thinking that underdeveloped nations have underdeveloped culture.

Learners themselves often feel very strongly about some American customs. You should be *prepared to be your learner's link* to North American society, and you will often find yourself explaining North American customs. These provide excellent basis for language lessons. Use natural ways to teach culture: field trips, experience stories or drawings, newspapers. Don't force discussion. Provide an opportunity and let it happen naturally.

**Remember your learners' positions** in their native countries. Sometimes you might have to discuss appropriate behavior and that might be embarrassing. Try not to constantly say, "We don't do it that way here." Your learners are sensitive adults. Offer suggestions positively, in a friendly manner. Don't fear offending your learner. Your presence at the tutoring session shows you are a friend.

As your lessons progress and your learners develop a larger English vocabulary, keep in mind that learning is not complete until your learners can feel confident knowing when and how to use their new vocabulary. The situations in which the language is to be used, as well as the social implications, are vitally important. These vary from culture to culture.

**Communicating clearly** is important. It is frustrating not to be able to speak English and not to know our cultural rules. Thus, you can imagine your learners' situations. But communication is distorted even among people who use the same language, which adds to their problems. It is important to you as a tutor to understand how communication works among those speaking the same language. Much communication depends on the *listener*. His/her experiences affect and influence his/her interpretation of a message. Assumptions, perceptions, and feelings of both the speaker and listener distort communication.

We hear what we expect to hear. We often hear not what is said, but what we lead ourselves to believe is meant. The same sets of facts may be interpreted differently by different people. Also, emotions affect what is heard. Sometimes we tend to evaluate the person sending the message and accept or reject it based on our feelings about him. We also use non-verbal signals to communicate. Many of these do not carry across cultures or else carry different meanings. Body postures and even the way we use the space around us also communicates our feelings.
To reduce problems in communication:

1. Be sensitive to the other people. Know where "they're coming from."
2. Ask for feedback. Deliberately create opportunities for reaction.
3. Listen actively, not by mentally preparing a response. Use eye contact, facial expressions, verbal sounds. Paraphrasing often helps.

**Cultural understanding**, as well as the mechanics of English, are very important to you as a Conversational English tutor and as a sensitive adult.

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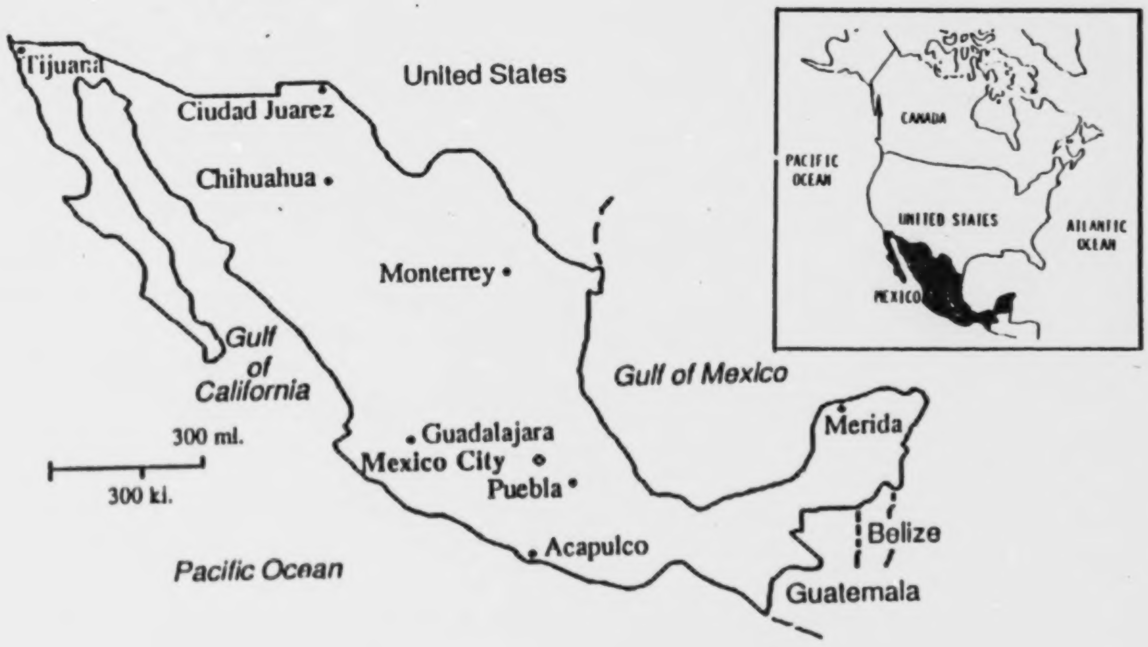
# CULTURGRAM*

ONE IN A SERIES

# Mexico

## (United Mexican States)


Tijuana
United States
Ciudad Juarez
Chihuahua
Monterrey
Gulf of California
Gulf of Mexico
300 mi.
300 ki.
Guadalajara
Mexico City
Puebla
Merida
Acapulco
Belize
Pacific Ocean
Guatemala
CANADA
PACIFIC OCEAN
UNITED STATES
ATLANTIC OCEAN
MEXICO

## CUSTOMS AND COURTESIES

**Greetings:** The usual greeting is a nod or a handshake, although a full embrace between long-time friends is common. Women often greet each other with a kiss on the cheek. Mexicans typically stand close to each other while talking, sometimes touching their friend's clothing. A polite greeting to policemen or customs officials is expected before asking them questions. Mexicans are generally very friendly and polite, often to the point of personal inconvenience. Care should be taken not to impose on their friendliness.

**Eating:** Both hands should be kept above the table while eating. Guests should not leave directly after a meal. Food purchased at a street stand should be eaten before leaving. When eating spicy-hot food, one should eat bread, rice or beans, rather than water, to relieve the burning sensation. Mexicans themselves usually use a pinch of salt. Carbonated drinks also help. Hot, spicy food is called *picante*, not *caliente*, which refers only to temperature.

**Public Meetings:** When speaking in public, guests should avoid political and historical topics, such as the Mexican-American war or illegal immigrants. In conversation, Mexicans are more than happy to talk about their geography, art (especially their murals), archeology, monuments, parks and museums. People generally appreciate a foreigner's effort to speak Spanish. Mexicans refer to Mexico City simply as "Mexico."

---

*__Culturgrams__ are briefings to aid understanding of, feeling for, and communication with other people. Culturgrams are condensations of the best information available. Your insights will be appreciated. If you have refining suggestions, please contact Brigham Young University David M. Kennedy Center for International Studies, Publication Services, 280 HRCB, Provo, Utah 84602 (801) 378-6528. Copyright © 1986 All rights reserved. Printed in the USA.

**Gestures:** "No" can be indicated by moving the hand left to right with the index finger extended, palm outward. The "thumbs up" gesture is also used for approval, as in the U.S. Items, such as keys or pencils, should always be handed to people, not tossed. A common way to beckon people is with a "psst-psst" sound, which is not considered impolite. If someone sneezes, Mexicans say *salud* (good health). The person who sneezed will answer with *gracias* (thank you).

**Shopping:** When something is paid for, the money is placed in the cashier's hand. Purchased items are customarily wrapped or placed in a bag before being carried in public. Bargaining is acceptable in small shops and open markets.

**Traveling:** On the bus, a gentleman is expected to give his seat to a woman or elderly person. On longer trips, people often share food with each other. Refusing another's offer is impolite.

## THE PEOPLE

**General Attitudes:** The Mexicans' concept of time is less precise than in the United States, although this is changing. Generally, Mexicans feel that individuals are more important than schedules. If a visitor or business associate stops in unexpectedly, most Mexicans will stop to talk, regardless of how long it takes. Business contacts are often made during the 2 or 3 hour lunch break. These are social meetings, for the most part, with business being conducted in the last few minutes. Mexicans are very hospitable and will usually serve some refreshment to visitors in their homes. Gift giving is important and serenading is still popular, especially on special occasions such as birthdays, Mother's Day, etc. The Mexican people are generally very patriotic and proud of their country. Young men must serve a one-year term in the military, with one day a week in class.

**Population:** The population of Mexico is approximately 80 million, the eleventh largest population in the world. Mexico City, the capital of Mexico, has a population of nearly 17 million people and is the most populated city in the world. The population is currently growing at an average annual rate of 2.5% (0.9% in U.S.). The population-density rate is 76 people per square mile (58 in U.S.). Approximately 60% of the people are *mestizos* (mixed Spanish and Indian blood). Thirty percent of the population are pure Indian or predominantly Indian, and 9% are of European ancestry. Most Mexicans tend to identify with their Indian as well as their Spanish heritage.

**Language:** The official language is Spanish. Other major languages used are English, Nahuatl (Aztec), Maya, Otomi, Zapotec, Mixtec, Arabic, Chinese, and Yiddish. Over 150 other Indian dialects are still used in various parts of Mexico.

**Religion:** Most Mexicans (97%) profess Catholicism. The Catholic church is very much a part of the culture, attitudes, and history of all Mexicans. There is also a small minority of other Christian sects, and Mexicans have freedom of worship.

## LIFESTYLE

**The Family:** Mexicans tend to have large families (4.9 people), and family unity is very important. Family responsibility often supercedes all other responsibilities. The relatively low divorce rate is in part due to the anti-divorce stand of the Catholic Church and the traditional supportive role of the wife. The father is the undisputed family leader, but the mother is in charge of running the household. A household may sometimes include other relatives besides the immediate family. There are also common-law marriages.

**Dating:** Traditionally, a chaperone always accompanied young couples, but this practice has now significantly diminished. Today, instead of calling on a girl at her home, the boy often meets the girl at a prearranged place. In many urban areas, dating is very similar to dating in the U.S. Parental approval of the boyfriend, however, is still important. In most areas, a single girl should not go out alone after dark; such action is considered a mark of poor character. It is common for Mexican males to make *piropos*, or personal, flattering comments to females. Mexican females, however, do not react to *piropos*.

**Social and Economic Levels:** There is a large disparity between the upper class and the lower classes in Mexico. Approximately 40% (26% in U.S.) of the nation's income goes to the richest 10% of the people, and 10% of the people live in absolute poverty. The average income in Mexico provides for few luxuries. Few homes in the smaller cities have telephones, but almost every home throughout the country has a radio and many have television sets.

**Holidays:** Holidays include the celebration of victory over the French army in 1867 (May 5), independence from Spain in 1810 (September 16), the Day of the Revolution in 1910 (November 20), Columbus Day (October 12), Easter or Holy Week or Semana Santa; and the Day of the Dead (November 2). These are all marked by parades and passion plays. Other important holidays include the President's Annual Message (September 1), and the Appearance of the Virgin of Guadalupe (December 12), at which time people from all over the republic make pilgrimages to Mexico City to worship at her shrine. Epiphany, or the Day of the Three Wise Men (January 6) is the main gift-giving holiday in Mexico, although Christmas Day and Santa Claus are gaining popularity in urban areas.

## *THE NATION*

**Land and Climate:** Mexico is the fourteenth largest country in the world and is the third largest in Latin America. It is about one-fifth the size of the U.S. The land of Mexico encompasses desert, tropical, alpine, and temperate regions. The central plateau is bordered by 2 mountain ranges, the Sierra Madre Oriental on the east and the Sierra Madre Occidental on the west. This situation permits cold air fronts to cause great drops in temperature and increased rainfall during the winter season. Visitors usually need a sweater in the evening in Mexico City, which rests at an altitude of over 7,000 feet.

**History and Government:** The history of Mexico boasts a long line of advanced Indian civilizations, ending with the Aztecs who were conquered by the Spanish in 1519. A drive for independence began on September 16, 1810, led by Miguel Hidalgo, a Mexican priest. Independence was finally gained 11 years later. Mexico was one of the first countries to revolt and gain independence from Spain. The territory of Texas seceded from Mexico in 1836 and joined the United States. After the Mexican War (1846-48), Mexico was forced to cede half its territory to the U.S. In 1861, French troops invaded and occupied Mexico City, and named Austrian Archduke Maximilian as emperor. However, after the French troops withdrew, the forces under the leadership of Benito Juarez overthrew Maximilian and reestablished a republic. Although the nineteenth century was marked by political unrest, Mexican affairs since 1940 have been marked by economic progress and political stability with the dominance of the Institutional Revolutionary Party (PRI). Jose Lopez Portillo was elected president on July 4, 1976, as the PRI candidate. On July 4, 1982, Miguel de la Madrid Hurtado, Portillo's chosen successor, was elected president. Although political freedom is allowed and opposition parties do exist in Mexico, one political party (PRI) has dominated since 1946. Mexico is characterized by a federal government with an executive, legislative, and judicial branch. The president and the legislators are chosen by direct elections. Voting age is 18 and over. The military does not play a significant role in government.

**Economy:** Due largely to the petroleum industry, the economic situation in Mexico has improved a great deal over the last 50 years. Recently, however, Mexico has been in an extremely difficult economical situation with a worldwide oil glut, high inflation, unemployment, and an $80 billion foreign debt (the second largest debt in the world). Currently, the average annual gross national product (GNP) per capita is approximately $1,601 ($14,300 in U.S.). Mexico is predominantly an agricultural nation, but at the same time its cities are rapidly growing. Approximately 33% of the people are employed in agriculture. Chief crops include corn, cotton, wheat, coffee (fourth largest producer in the world), and sugarcane. Mining and petroleum production are its most important industries. These industries are now highly developed. Mexico is the world's second largest producer of silver. Oil is also becoming increasingly important to the economy. The U.S. buys more petroleum from Mexico than from any other country. Other important industries are food, beverage, and tobacco processing, chemicals, and metals. The principal exports are cotton, cattle, coffee, shrimp, petroleum, sugar, sulphur, lead, copper and zinc. Inflation has been extremely high in recent years. Because of a shortage of skilled labor, unemployment is also high. The monetary unit is the *peso*.

**Education:** Education is compulsory and free through age 15. Trade and vocational schools are popular. The National University of Mexico is prestigious, and only one-third of the applicants are able to pass the rigorous entrance exams. More and more Mexicans now have university degrees. The literacy rate is approximately 74%.

**Transportation:** Only 5% of the people own cars, although cars are more common in urban areas. Most people use public transportation. Buses are plentiful and relatively inexpensive, and Mexico City also has a fine subway system. Taxis are plentiful and can be hailed on the street or summoned by telephone. When using unmetered taxis, one should agree on a price with the driver before starting out.

**Health:** Water is drinkable in most cities, but in some smaller towns or rural areas bottled water or soda pop is more reliable. Medical facilities are good in urban areas. For futher medical information, contact International Health Consultants, PO Box 34582, Bethesda, MD 20817.

## *For Further Information*

Because space is so limited in this *Culturgram* and needs are so varied, no suggested readings are included. We recommend a visit to your local library or bookstore. Check *Books in Print* and various cataloging systems for country-specific titles. Review *Encyclopedia Britannica* or similar comprehensive summaries. The U.S. government publishes *Country Profiles* which many libraries subscribe to. Computer searches (DIALOG, SDC, BRS, ISI) are now available at most major libraries. Contact the Mexican Embassy, 2829 16th Street NW, Washington, D.C. 20009, or the Mexican National Tourist Council, 405 Park Ave., Suite 1002, New York, NY 10022. The U.S. Embassy in Mexico is located at Paseo de la Reforma 305, Mexico 5, D.F., Mexico.

## *How to Use This Culturgram*

Quickly read the whole text as an overview. Then circle or give priority numbers to specific questions you have or ideas you want to pursue. Use the *Culturgram* as a guide to check on regional differences and current situations.

## *Maps*

*Culturgram* maps are meant only as simple geographical orientations. Boundary representations are not necessarily authoritative. Different sources also vary spelling, transliterations, and accents.

Rev. 1/88

# ESL VOLUNTEER INSTRUCTIONAL AIDE
# JOB DESCRIPTION

TYPE OF WORK: Aid adults with one-to-one (or small group) instruction in the English language.

PURPOSE: To help instruct non-English speaking individuals in English as A Second Language by developing and improving their conversational English skills (esp. listening and speaking).

TRAINING: Pre-Service - 2 Workshops (2 hours each)

In-Service - Instructional Aide meetings, individual consultation with professional staff.

PLACE OF WORK: Sessions can occur in a learning center, library, church, community center, or work center.

HOURS: After the training workshop, the Volunteer Instructional Aides and students should meet once or twice a week for 1 1/2 hours per session. Allow enough time between sessions for independent work by the student. Schedule will be mutually agreed upon by the student, Instructional Aide, and the staff.

DURATION OF JOB: We ask that you make a commitment of six months (April to Sept.). At the end of that time, you and the Area Coordinator can meet to discuss extending your commitment and/or services.

DUTIES:

1. Meet with student once or twice a week.
2. Preparation of lesson to meet student's need.
3. Monthly report.

CHARACTERISTICS OF ESL TUTORS:

1. Facilitator and guide - nonthreatening surroundings, opportunity to speak
2. Interpreter of American culture
3. Link to the community
4. A counselor (deal with coping skills, not personal life)
5. A sounding board
6. A role model
7. A friend
8. Partner in learning

VOLUNTEER QUALIFICATIONS: Dependable and prompt, interested in others, respectful of confidentiality, good reading and writing skills, flexible, friendly, patient, and optimistic. A sense of humor is helpful. The ability to be happy with small successes and the willingness to work in neighborhoods with the greatest need are also helpful. (Community-based education is often the most effective way to reach and teach adults.) Access to transportation (either public or private) is necessary.

FRINGE BENEFITS: Experience in adult education, reading instruction, working with professional staff, deepened understanding of values for creative problems solving. Work performance evaluation and references provided on request.

I have read and understand the Job Description for a Volunteer Instructional Aide. I will follow the guidelines to the best of my ability.

Instructional Aide's Signature Date

"Project First Step" Staff Signature Date

---

I have read and understood the Job Description for a Volunteer Instructional Aide. I will follow the guidelines to the best of my ability.

Instructional Aide's Signature Date

Instructional Aide's Name (Printed)

# INSTRUCTIONAL AIDE DATA SHEET

Name__________________________________________________________

Address____________________________________________________

____________________________________________________________

Phone______________/______________Date of Birth______________

Age_______ Sex: Male_____Female_____ Race____________________

Employment Status: Employed_____Unemployed_____Retired_____

Occupation__________________________________________________

Place of Work_______________________________________________

Times and Days Available______________________________________

____________________________________________________________

Highest Academic level you have completed______________________

Other Volunteer Work, Organizations____________________________

____________________________________________________________

Hobbies, Interests____________________________________________

____________________________________________________________

Transportation Available______________________________________

Do you speak any foreign language?_____ Which one(s)?____________

____________________________________________________________

Have you traveled abroad?_____ Where?____________________________

____________________________________________________________

Have you ever lived in a lived in a foreign country?______________

Where?_______________________________________________________

## ESL STUDENT DATA SHEET

Name________________________________________

Phone#________________________________________

Address________________________________________

______________________________________________

Age________________ No. of children____________________

Language spoken at home______________________________

Can you read and write in that language? _____Yes
_____No

Is this your first visit to the USA? _____Yes
_____No

What do you want to learn, specifically?______________________

______________________________________________

List any hobbies/activities.______________________________

______________________________________________

Do you want to become a U.S. citizen? _____Yes
_____No

Why?__________________________________________

What days and times are you available?______________________

______________________________________________

Did you study English in your native country? _____Yes
_____No

What was the highest grade you completed in your native country?

______________________________________________

What was the highest grade you completed in the U.S.?__________

# ESL INSTRUCTIONAL AIDE MONTHLY REPORT

Instructional Aide________________________________________

Student________________________________________________

Report from__________________ to _________________________
date date

Total number of hours tutoring______________________________

Total number of hours for preparation________________________

Summarize what you accomplished with your student during the month:

____________________________________________________________

____________________________________________________________

____________________________________________________________

What are your student's projected goals for next month?_________

____________________________________________________________

____________________________________________________________

Do you need more materials?____________________________________

____________________________________________________________

Give examples of anything noteworthy or special.________________

____________________________________________________________

____________________________________________________________

MONTHLY TUTORING AND ATTENDANCE CALENDAR

At end of month mail to: your coordinator

AREA ________________

Year ________ Month ________

STUDENT ________________

Hours spent in: tutoring ________

TUTOR ________________

Daytime Phone

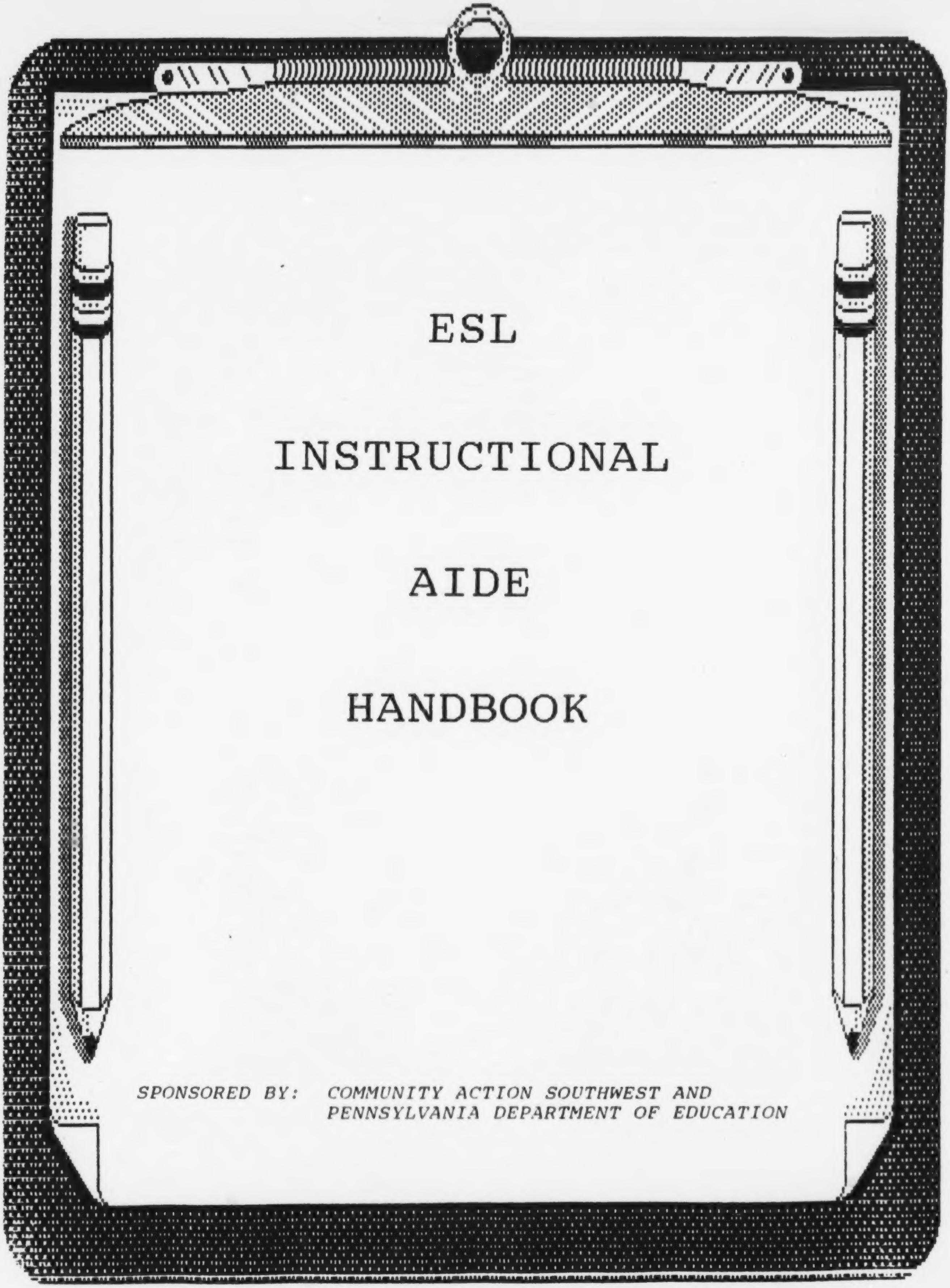
Hours spent in: preparation and travel ________

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

1) Put date in small box in each large box.
2) Enter subjects covered in the large box
3) Enter total tutoring time that day.
4) If lesson was cancelled, give reason.
5) If tutoring stopped, give date and reason.
6) Fill out summary report form

Mail to:
Community Action Southwest
Jane Schrock
22 W. High St.
Waynesburg, PA 15370

PLEASE RETURN BOTH FORMS BY THE FIRST OF EACH MONTH!



# ESL

# INSTRUCTIONAL

# AIDE

# HANDBOOK

*SPONSORED BY: COMMUNITY ACTION SOUTHWEST AND*
*PENNSYLVANIA DEPARTMENT OF EDUCATION*

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**Community Action Southwest**

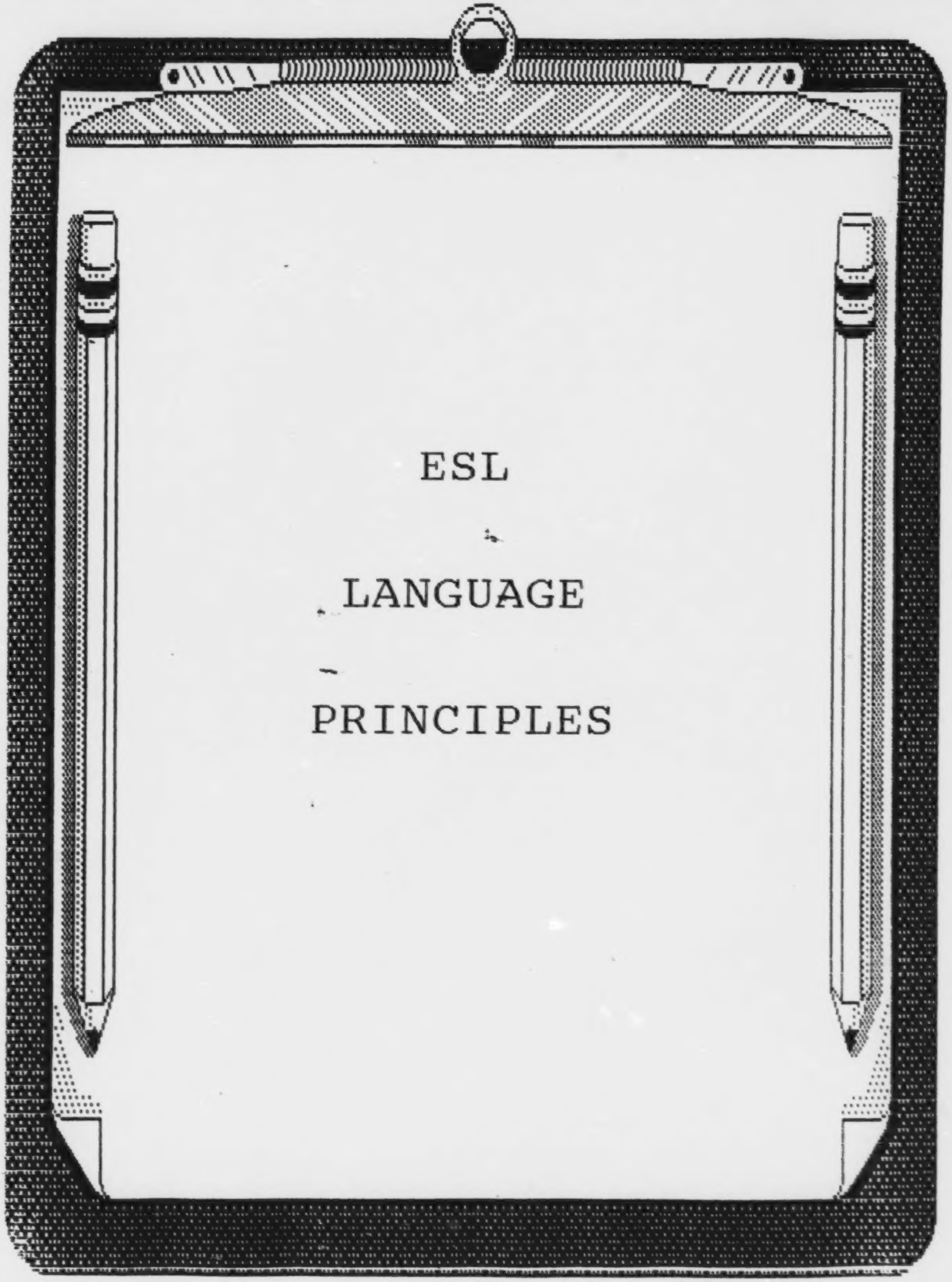
## INTRODUCTION

Welcome to your second ESL Training that introduces your "survival kit" for teaching English. The training consists of a resource handbook of general information that will provide help in developing new materials and improving your "teaching" skills.

In Part II of the handbook, thirteen ESL Language Principles are introduced and Part III consists of sample lessons, materials, games, ideas, and an annotated bibliography.

This handbook should be a resource when developing lesson plans and will aid in your tutoring.

GOOD LUCK!



# ESL

# LANGUAGE

# PRINCIPLES

# ESL LANGUAGE PRINCIPLES

The role of a volunteer ESL Instructional Aide is to provide enhancement to basic studies of the English language. An instructional aide shouldn't go into a tutoring situation unprepared, but even after much preparation it may be discovered that the lesson planned isn't meeting the goal or objective. In most situations, instructional aides are not one-on-one with an ESL student, instead, they will assist the instructor as needed with 2 to 3 students. Therefore, the instructional aide will not always encounter the same student or level of instruction.

The aspect of "enhancement" is what makes the instructional aide so important. ESL students can try to learn from books and tapes, but to really learn a new language, one needs the help of a native speaker. Knowing more about ESL goals, learning styles, and teaching methods the instructional aide can adapt basic lessons to fit the level and need of the student.

The following are thirteen Language Principles that will aid your lesson preparation and guide you through your long term goals:

Language Principle #1: Repetition is essential to language learning.

Language Principle #2: Drills should be kept simple and practiced until the student understands the concept and sees the pattern.

Language Principle #3: Language is a system and needs to be learned as a system through example.

Language Principle #4: Listening in English is a skill that must be developed as one of the first steps.

Language Principle #5: Comprehension is increased when a physical response is required and acted out.

Language Principle #6: Comprehension needs to be periodically checked.

Language Principle #7: Present language in context.

Language Principle #8: Pronunciation should be corrected when it interferes with understanding the student or changes the meaning of the word.

Language Principle #9: The student should leave each lesson with either having learned something new or cleared up a misunderstanding, overcame a problem, or some kind of achievement.

Language Principle #10: Using aides increases comprehension and interest.

Language Principle #11: Retention needs to be checked periodically and reinforced.

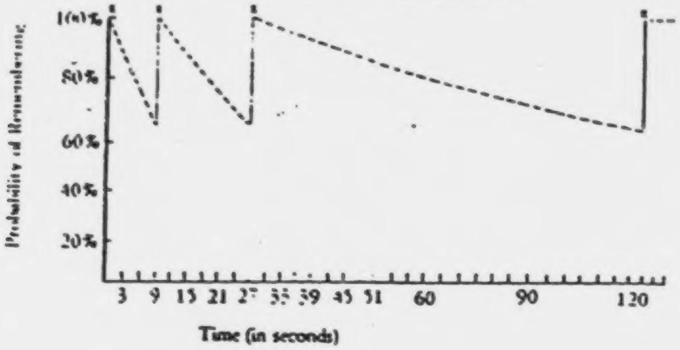
Language Principle #12: Games, music, drama, and other activities can serve as a useful and interesting method for "testing" retention as well as reinforcing concepts.

Language Principle #13: Your goal is to help the student toward independence.

These Language Principles are discussed on the following pages.

LANGUAGE PRINCIPLE #1: *Repetition is essential to language learning.*

Figure 1. Graduated Interval Recall Schedule.



Notice the above graph. It shows the average time in seconds that it takes to forget a new word. Within nine seconds, the average person has totally forgotten the word he just looked at. So he looks at it a second time. Now he can remember it for about another 20 seconds. The third time he looks at it, he might be able to remember it for two whole minutes.

This is important to remember when teaching English to your student. Just because the word is successfully repeated once or even twice, does not mean that it is learned. This is why repetition is so important. Also, the sounds may be foreign, or the accent foreign to the new learner. You'll need to add a few more repetitions, to first make sure that the word was heard correctly.

Practical tip: When using flashcards, place in intervals so that repetition is according to graph.

Refer to section *More Activities* for lessons.

---

LANGUAGE PRINCIPLE #2: *Drills should be kept simple and practiced until the student understands the concept and sees the pattern.*

Realizing how quickly new words are forgotten, gives more meaning and importance to the "drill". It is necessary to remember that no matter how boring doing drills seems to you, your student needs the practice and this builds the student's confidence. Below are various kinds of drills and suggestions on how to use each type of drill.

# BASIC ORAL DRILLS

Repetition Drill - student merely repeats word, phrase, or sentence back to you.

PRACTICE: Instead of going from first to last word, say last word then last two words, then last three words, etc. For example:
Instructional Aide: The ball bounced in the busy street.
Student: street...busy street...the busy street...etc.
This is called backwards build-up.

Substitution Drill - Simply substitute one word for another. Start with objects in the room. Then substitute only one word at a time. Maintain a normal conversational tone, being careful not to overemphasize the new word, so that natural stress and intonation are preserved. This increases listening acuity.

Pattern Response Drill - This drill tries to take the student another step towards independence. Forms are presented in examples and then the student responds to a simple question.

PRACTICE:
Instructional Aide: I am talking.
Student: I am talking.
Instructional Aide: What are you doing?
Student: I am talking.

As you progress in this drill, you can mix the substitution drill in with this, letting the student come up with different answers that maintain the pattern. Be careful to stick with vocabulary the student is familiar with. Pictures are very helpful. So is acting out the question.

Transformation Drill - In this drill the student changes positive statements to negative ones, statements to questions, or changing the tense of the verb. As with the other drills, only one change at a time is practiced. As the student progresses, you can supply simply the word to change the sentence instead of modeling the complete answer.

Expansion Drill - In this drill, you start with a short sentence and expand by adding extra words or phrases.

PRACTICE: John is ready.
John is always ready.
OR
John is ready to go home.

# CREATIVE DRILLS

Sentence Combining Drill
"Tom is young."
"Tom is strong."
"Tom is young and strong."

Restatement Drill - This is for a more advanced student. You may ask the student to "tell me" or "ask me" something.

PRACTICE:

Instructional Aide: Tell me I am here today.
Student: You are here today.

Completion Drill - The instructional aide will begin a sentence and the student will finish it. With more advanced students, more should be expected.

Sequential Statement Drill - Give the student the correct words to a sentence and have the student rearrange the words in the correct order.

Minimal Pairs Drill - The instructional aide says two words that sound similar, such as bet and vet or sit and sat, and the student listens for the target sound. Words should be grouped according to target sound.

Refer to sections *More Activities* and *Games* for lessons.

---

LANGUAGE PRINCIPLE #3: *Language is a system and needs to be learned as a system through example.*

There is structure to any language. English is no exception. Word order is very important to the meaning of a sentence, not just the vocabulary. This is why learning vocabulary simply as isolated words does not help one to communicate in the target language better.

It is not necessary to get into lengthy explanations of grammatical rules. The best way to teach grammar is through proper example. It is useful to employ some simple grammar checks.

PRACTICES:

1. Right or Wrong - You present sentences to the student and simply as if it is wrong or right.

Instructional Aide: The dog no is black.
Student: Wrong.

2. Which one is it? - You present two choices to the student, who then picks the correct word order.

Instructional Aide: The dog is not black.
OR
The dog is no black.

Refer to *Drama and Role Play* for lessons.

### LANGUAGE PRINCIPLE #4: *Listening in English is a skill that must be developed as one of the first steps.*

Some people can read and write English, but not understand a spoken conversation or radio program. This is why it is important to develop listening skills.

Going back to the principle of repetition, you can see that your first repetition drills are for listening comprehension, rather than verbal reproduction. So when doing the above drill on "Which is right", your only desired response may be something to indicate "a" or "b", left hand/right hand, etc.. As the student advances past the listening stage, then you may want him to repeat the phrase. Sometimes this level progression may accomplished in one lesson, depending on initial level of student and on their particular learning style.

Since listening skills must be developed first, employing methods that require non-verbal responses are best to use with the beginning student. This leads to the next language principle.

Refer to sections *Music* and *Kinesthetic Activities* for lessons.

### LANGUAGE PRINCIPLE #5: *Comprehension is increased when a physical response is required and acted out.*

The best way to initiate physical responses is through simple commands:

Sit down.
Open the door.
Go to the door.
Jump.
Stand up.
Close the window.
Come back.
Stop.
Open the window.
Close the door.
Walk.
Raise your hand.

Start with commands that would be used in your classroom/lesson situation, ones that will be used frequently and also serve a functional purpose. (This also helps the student withdraw from the need for instruction in his own language, builds his confidence, and native language instruction, if it is known, can be reserved for more complicated concepts).

This concept is relatively new in language instruction. To learn more about this method, referred to as Total Physical Response (TPR) see section *Kinesthetic Activities* for lessons.

LANGUAGE PRINCIPLE #6: *Comprehension needs to be periodically checked.*

Just because a student can repeat a word or read a word and pronounce it correctly, doesn't mean that the student understands what they said. There are ways to check comprehension. The best way is to have a command or direction for them to follow. If they not only carry out the desired action, but can state what they did, this shows comprehension. Even yes or no questions can be used to check comprehension. Or ask a question that gives a choice. For more advanced students, who, what, why, where, when, or how questions may be in order.

Refer to *Tutor Goals Checklist*.

---

LANGUAGE PRINCIPLE #7: *Present language in context.*

The best technique for this method is the dialogue. There are two types: memorized and cued dialogues.

Memorized dialogues help students to know how and when to use the language and various phrases. They should be kept short and simple at first, usually 4 lines. This is also a good way to teach idiomatic phrases as they would naturally be used in conversation. The dialogue is also helpful when it is possible to say the same thing in different ways, such as in greetings:

"How are you?"
"What's up?"
"How are you doing?"

Many different types of drills can be employed in practicing the dialogue.

Cued dialogue is good for more advanced students. Cartoon strips and stick figures with blank words make good resources for using cued dialogue.

Refer to section *Drama and Role Play* for lessons.

---

LANGUAGE PRINCIPLE #8: *Pronunciation should be corrected when it interferes with understanding the student or changes the meaning of the word.*

The amount that pronunciation should be corrected for the student depends on his level. To have a beginning student repeat every sound over and over so it is perfect can be frustrating for the student and tutor. Have him/her repeat until you can understand or it is obvious the student is becoming frustrated or embarrassed. Minimal pairs drills and backwards build-up exercises are useful in developing good pronunciation.

Refer to section *More Activities* for lessons.

LANGUAGE PRINCIPLE #9: *The student should leave each lesson with either having learned something new or cleared up a misunderstanding, overcame a problem, or some kind of achievement.*

Be careful not to overwhelm the student with too much information or too many concepts in one lesson. Lessons that provide plenty of practice on one concept or competency are better. One thing well learned is better than many things well studied.

Refer to section *Warm-ups and Mixers* for lessons.

---

LANGUAGE PRINCIPLE #10: *Using aides increases comprehension and interest.*

The need for visual aides becomes very important when one starts to teach another English as a Second Language. You can use real objects, called "realia", such as books, pencils, coats, maps, etc., or you can use pictures of situations and actions as well as objects, places, and people.

It would be a good idea for the language tutor to start a picture file of pictures applicable to lessons. Pictures can also be good conversation starters.

Photographs of local places and people can bring the lesson to student-centered needs.

Simple drawings can convey actions. Stick figures or even "blob figures" are useful to get across action. When feelings or emotions are conveyed, draw only face and basic expression.

Refer to *Puzzles and Games* for lessons.

---

LANGUAGE PRINCIPLE #11: *Retention needs to be check periodically and reinforced.*

Figure 2: Retention Curve A: Average Retention Span Without Reinforcement

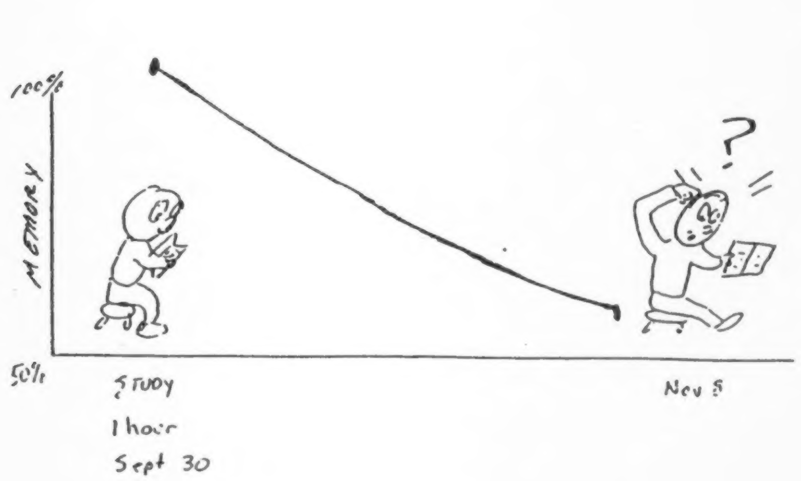


Figure 3: Retention Curve B: Average Retention Span With Reinforcement

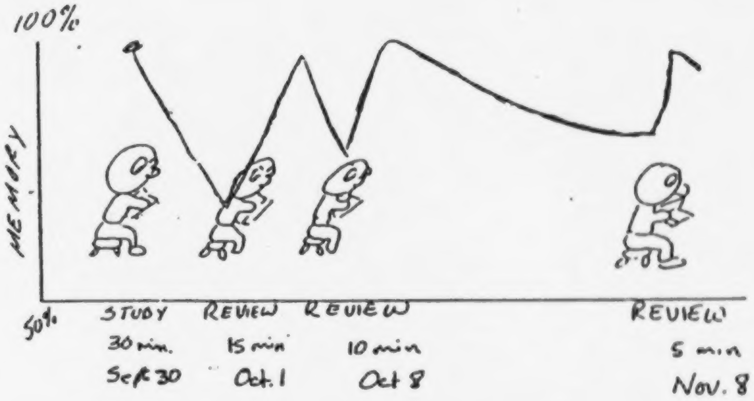


Figure 1 showed the recall ability of words within the context of a lesson. Figure 2 shows a retention graph over a larger time span for lessons that have been learned. This shows the need to review concepts to make sure they are well learned, and a part of one's long-term memory.

This graph shows the importance of homework. Tutors should make an assignment for the student to do something between lessons, especially when lessons are only once or twice a week. The assignment need not be long or difficult; it is better to have short, simple assignments. The homework should then be reviewed in the introductory part of the lesson.

Refer to any section for lessons.

---

LANGUAGE PRINCIPLE #12: *Games can serve as a useful and interesting method for "testing" retention as well as reinforcing concepts.*

Games or puzzles can bring energy and lower anxiety in your classroom. They break up the formality of the classroom and are fun.

Refer to sections *Puzzles* and *Games* for lessons.

---

LANGUAGE PRINCIPLE #13: *Your goal is to help the student toward independence.*

This will affect your methods and content of your lesson if you are continually asking yourself if your student is gaining more independence in functioning in English.

Refer to *Tutor Goals Checklist*.

# HOW TO MAKE SPEECH SOUNDS INTRODUCTION

Knowing how to make a speech sound is important to a person learning English. Some of our sounds are not found in their language and can be very difficult to make. Showing your students how to make correct pronunciation with the aid of a mirror can eliminate any embarrassment and uncertainty they may have.

Included is a section on how to make speech sounds and the use of gestures. Using gestures is an effective way of helping your student speak correctly and to help you run the class fluently. Establishing gestures with your student makes learning easier for them. The use of the body is a more effective way to teach English than written on paper.

## HOW TO MAKE SPEECH SOUNDS

There are four stages in the articulation of a speech sound: (1) get the lips into position; (2) produce the sound; (3) stop the sound; and (4) relax position.

The sounds are presented in the order in which they appear in *The Laubach Way to Reading Skill Books*. ($^2$ = second sound for a spelling. Example: thank th$^1$, mother th $^2$.)

Vocalization (Voc.) code: v = voiced; un = unvoiced
c = continuant; s = stop; n = nasal

| Primary Spelling | Secondary Spellings | Used as in | Voc. Code | Articulatory Position |
|---|---|---|---|---|
| b | - | bird | v<br>s | Stop air with lips together; open with small puff of breath. Voiced equivalent of /p/. |
| c | ck | cup | un<br>s | Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Unvoiced equivalent of /g/. |
| d | - | dish | v<br>s | Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/. |
| f | ph<br>gh | fish | un<br>c | Lower lip touching upper teeth lightly. Breath sound -- a continuant. Unvoiced equivalent of /v/. |
| g | - | girl | v<br>s | Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Voiced equivalent of /k/ or /c/ above. |
| h | - | hand | un<br>c | Has no position of its own. Position the tongue for the vowel following it and give breath sound. A continuant. |

| Primary Spelling | Secondary Spellings | Used as in | Voc. Code | Articulatory Position |
|---|---|---|---|---|
| j | g (e)<br>(i)<br>(y) | jumping | v | A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/. |
| k | c, ck, ch | kicking | un<br>s | Tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /c/ above. |
| l | - | leg | v<br>c | Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue. |
| m | - | man | v<br>n<br>c | Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stopped sounds. A continuant. A nasal. |
| n | kn | neck | v<br>n<br>c | Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/ but /t/ and /d/ are stopped sounds. A continuant. A nasal. |
| p | - | pan | un<br>s | Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/. |
| r | wr | river | v<br>c | Tongue tip down. Lips forward and almost squared. Round lips before voicing. A continuant. |
| s | c (e)<br>(i)<br>(y) | snake | un<br>c | Teeth close but not touching. Tongue tip down. A continuant. Breath sound. Unvoiced equivalent of /z/. |
| t | - | tent | un<br>s | Lips and teeth slightly parted. Stop air with tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/. |

| Primary Spelling | Secondary Spellings | Used as in | Voc. Code | Articulatory Position |
|---|---|---|---|---|
| v | - | valley | v<br>c | Lower lip touching upper teeth lightly. A continuant. Voiced equivalent of /f/. |
| w | - | woman | v<br>c | Lips forward and rounded, with "one-finger" opening. As /oo/. A continuant. |
| y | - | yells | v<br>c | Lips drawn back, teeth close together. As /ee/. A continuant. |
| z | s | zipper | v<br>c | Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/. |
| a | - | apple | v<br>c | Wide jaw opening. Tongue down. A continuant. |
| e | ea$^2$ | egg<br>Ed<br>head | v<br>c | Lips and teeth slightly closer together than for /ă/. For better use with students, compare only to sound already learned -- not long vowels. |
| i | y | in<br>city | v<br>c | Lips and teeth slightly closer together than for /ĕ/. When you say the word city alone, the y sounds like /ē/; in a sentence the y usually sounds like /i/, |
| o | - | olive | v<br>c | Wide jaw opening. Prolong the sound. A continuant. |
| u | - | up | v<br>c | Medium jaw opening. Relaxed lips. Prolong slightly. A continuant. |
| x | - | box | un | Teach as /ks/. |
| qu | - | quarter | un | Teach as /kw/. Lips rounded like /oo/$^2$. |
| th$^1$ | - | thanks | un<br>c | Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th$^2$/ below. A consonant digraph. |

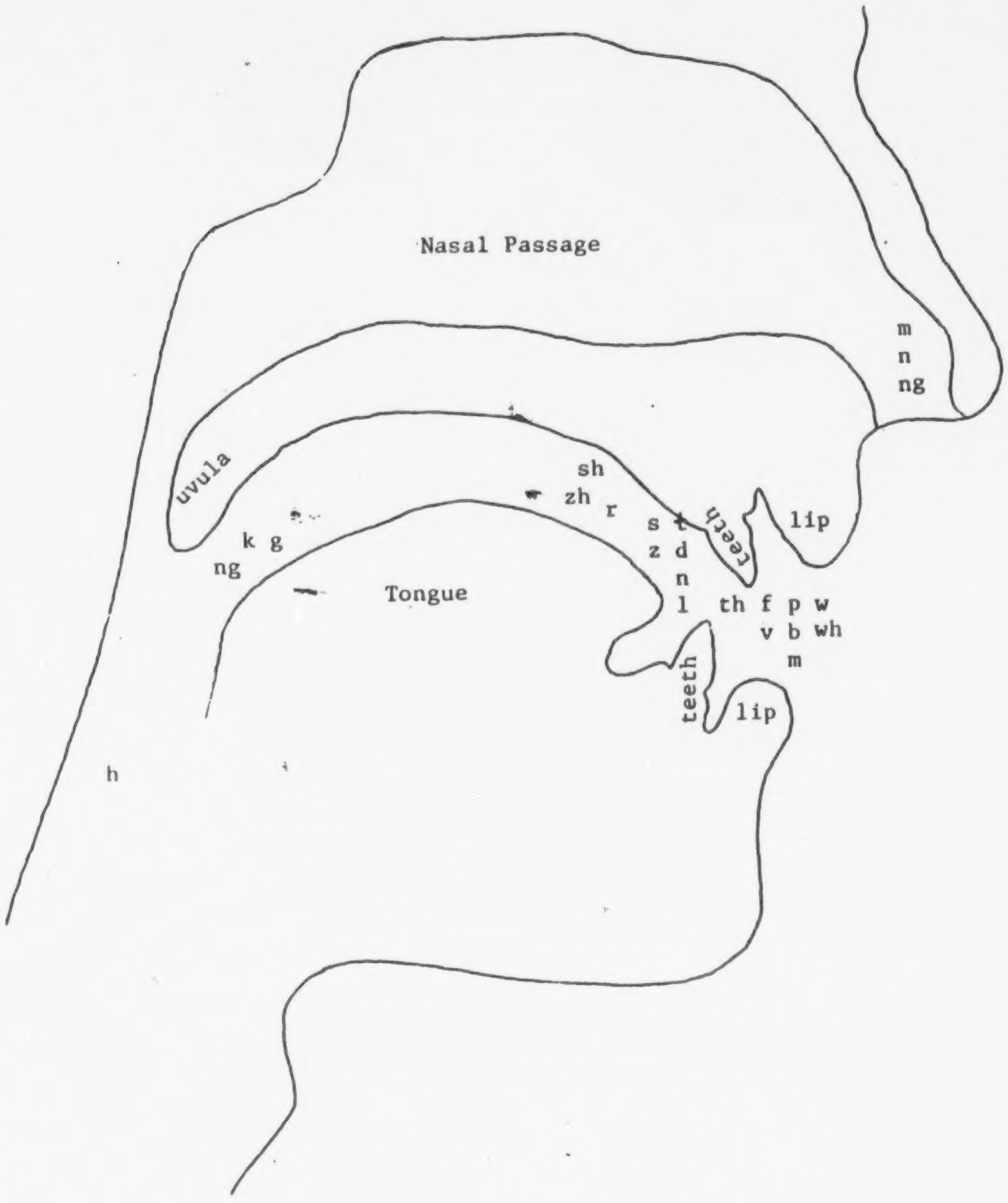
| Primary Spelling | Secondary Spellings | Used As in | Voc. Code | Articulatory Position |
|---|---|---|---|---|
| sh | ch | shop | un<br>c | Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Continuant breath sound. Unvoiced equivalent of /zh/ (leisure). A consonant digraph. |
| ch | tch | children | un | A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph. |
| wh | - | whistle | un<br>c | Teach as /hw/. A continuant and a consonant digraph. |
| th$^2$ | - | mother<br>the | v<br>c | Voiced sound of /th$^1$/ above. A continuant and a consonant digraph. |
| ar | - | car<br>farmer | v<br>c | Teach according to person's local pronunciation. |
| ur | er<br>ir | curtains | v<br>c | Tongue tip down. Lips forward, almost squared, more relaxed than for /r/. |
| ng | - | ring | v<br>n<br>c | Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A continuant. A nasal. A consonant digraph. |
| a-e | ai<br>ay | cake | v<br>c | Do not teach as a diphthong. Teeth about a half inch apart. Hold twice as long as /e/. Tongue down. |
| i-e | igh<br>y | five<br>spy | v<br>c | A diphthong combination of /o/ and /ee/. Jaw wide at start, then move to a narrow opening. |
| ee | ea$^1$ | three | v<br>c | Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/. |
| o-e | oa<br>ow$^2$ | nose | v<br>c | Lips forward and rounded, with a "two-finger wide" opening. A continuant. |

| Primary Spelling | Secondary Spellings | Used as in | Voc. code | Articulatory Position |
|---|---|---|---|---|
| or | - | horn | v<br>c | Lips forward with a "three-finger wide" opening. |
| oo$^2$ | - | wood | v<br>c | Lips forward, almost squared. A continuant. Tongue more lax than for /oo/. |
| oo$^1$ | - | room | v<br>c | Lips forward and rounded, with a "one-finger" opening. Prolong the sound. A continuant. Tongue is more tense than /oo$^2$/. |
| aw | a, o<br>au, al,<br>all | law | v<br>c | Lips forward, wide jaw opening. A "three-finger" opening. A continuant. |
| u-e | u, ew | rule<br>pupil | v<br>c | Teach as /ee/ plus /oo/. A diphthong. A continuant. |
| ou | ow$^1$ | mountain | v<br>c | A diphthong. Combination of /o/ plus /oo$^2$/. Start with wide jaw opening, move lips forward with a small opening. A continuant. |
| oi | oy | oil | v<br>c | A diphthong. Combination of /aw/ and /i/. Start with lips forward for /aw/, then draw back for /i/, |
| su | si | measure<br>television | v<br>c | /zh/. Same as /sh/, but voiced. |

Notes: All vowel sounds are continuants. Diphthongs are continuant, however, only on the second sound.

Diphthong: two vowel sounds joined in one syllable to form one speech sound (oi, ou, I).

Digraph: a group of two successive letters whose phonetic value is a single sound (ch, sh, ng).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# Minimal Pairs

Unvoiced "TH" — 41 language groups have difficulty with this sound in English!

| | |
|---|---|
| Thank | Tank |
| Thorn | Torn |
| Three | Tree |
| Thought | Taught |
| Tenths | Tents |
| Fourths | Forts |
| Deaths | Debts |
| Myths | Mitts |
| Math | Mat |
| Both | Boat |
| Broth | Brought |
| Wrath | Rat |

Sentences:

- That's a good *theme/team.*
- He *thought/taught* about himself.
- She paid her *deaths/debts.*
- It's the bath *math/mat.*
- He can't stand the sewer *wrath/rat.*

NOTE: It is not always possible to construct sentences meaningful to the learner when working with minimal pairs.

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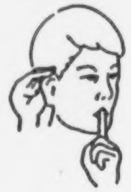
# Gestures

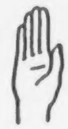
Hand gestures are important when working with an ESOL student who does not understand English command words such as *listen, say*, and *repeat*. The signals must be definite and clear, yet gentle.

Hand gestures carry many unsuspected meanings because of different cultural interpretations. The descriptions that follow have been selected as ones which we feel are most neutral and inoffensive. There are others which may work for you. During the tutor workshop, however, it will be helpful if everyone uses the same gestures.

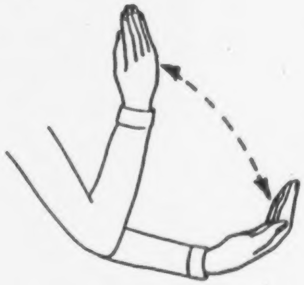
1. **Listen:** Put one finger to your lips and the other hand behind your ear. Option: Say "Listen."



2. **Stop:** Hold one hand with the palm facing toward the student. Do not hold it in front of your mouth while you talk, but rather, hold it to your side. The student does not repeat anything that you say with your hand in this position.



3. **Beckon:** Option: Say "Repeat" or "Say."
   a. From the "Stop" position, turn your hand so the back of it is toward the student. This signals to the student "This is where you begin to repeat." Begin, as you model what he will say, to slowly move your hand and arm downward and toward the student.
   b. At the end of the spoken pattern, pull your hand up by bending your arm to indicate to the student to speak. Do *not* move your fingers separately like waving backwards, as it is very offensive in some cultures.



You will find it worthwhile to use all these hand gestures initially with a very beginning student. In time, the student will understand what to do. Then use gestures only when introducing a new drill or exercise.

Examples:

| Gestures | For a Transformation | | For an Expansion Drill | |
|---|---|---|---|---|
| *stop/listen* | T: | This is a book. | T: | Red. This is an apple. |
| *beckon* (a) | T: | Is this a book? | T: | This is a red apple. |
| *beckon* (b) | S: | Is this a book? | S: | This is a red apple. |

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# Toward Independent Speaking

In most exercises, the tutor initially asks the student to repeat exactly what she says. However, the final step is to have the student make a statement different from the tutor's. This results in independent speaking. This is a step toward free speaking which is developed in the Free Reply Drills in the Laubach Way to English teacher's manuals.

Listed below are sample drills from *Teacher's Manual 1.* Note that the tutor cue is different from the student response. A list of Recognition Items, which includes questions and cues for the student, appears on page 239 of the manual.

| | Tutor Cue | Student Response |
|---|---|---|
| **Vocabulary vocal drills** | book | This is a book. |
| **Structure focus drills** | I | I'm a student. |
| **Transformation drills** | This is a pen. | Is this a pen? |
| **Pronunciation drills** | bad | bed |
| **Questions and answers** | What's this? | It's a table. |

It is important to use clear hand signals when working with a new exercise. An example of this procedure follows:

| Tutor gesture | Tutor says | Student says |
|---|---|---|
| 1. *stop/listen* | This is a book. | |
| 2. *beckon to repeat* | This is a book. | |
| 3. *stop/listen* | book | |
| 4. *beckon to repeat* | This is a book. | This is a book. |
| 5. *stop/listen* | book | |
| 6. *beckon* | (mouthing only) This is a book. | This is a book. |
| 7. *stop/listen* | book | |
| 8. *beckon* | This. . . | This is a book. |
| 9. *stop/listen* | book | |
| 10. *beckon* | | This is a book. |

Other techniques include using puppets with movable mouths which you can make from old socks. Label one puppet with your student's name and the other with yours. Identify the puppets for your student. Then move the mouth of the "tutor" puppet for the cue (what you say or do) and move the mouth of the "student" puppet for the total response (what the student says or does).

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## LESSON PLANNING INTRODUCTION

Never go to an ESL class without a clear idea of what you want to teach. Planning lessons will help from diverting you and your students from the topic(s) you have selected. It is your job to introduce a broad range of materials to the class and this takes planning.

From diagnosis and a knowledge of the student's interests, lesson plans can be adapted to the student's individual learning style. Then use creative approaches and as many materials that you can invent.

A page on how to make plan lessons is included along with a lesson planning worksheet to make your planning easier.

## "FAMILY LITERACY ALLOWED"

Most of the activities in this handbook can be used by your ESL students at home with their children. There's lessons on music, drama, kinesthetic activities, games, and puzzles that all children would enjoy. Encourage your students to take them home and then ask them the reactions their children had with the lessons.

# Lesson Elements

1. Choosing the language to be taught:
    A. **Goal**: The goal could be a specific structure, e.g. object pronouns or simple past tense; it could be a vocabulary field, e.g. occupations, colors, verbs of daily routine; it could be a language task, as in MELT competencies. Choice of goal should take into account tutor's understanding of learners' goals in learning English.
    B. **Context**: All language needs to be contextualized to have meaning. Therefore presentation and practice of language must be in realistic context — related to learners' lives.
    C. **Specific language to be learned**: State exactly what learners should be able to say and/or understand at the end of the lesson.
2. Instructional Activities:
    A. **Review**: Start with review of some previously-learned language or home practice that will be used in practice situations in this lesson.
    B. **Presentation of material**: Establish meaning clearly by demonstration, use of objects, pictures, and/or examples. When introducing new materials, follow sequence of listening, speaking, reading, writing.
    C. **Practice activities**: Give learners sufficient practice with new material, using varied formats, including controlled activities and more spontaneous situations providing opportunities for real communication and self-expression; could be freer discussions or conversations.
    D. **Review/assessment at end of class**: Review reinforces learning, allows for evaluation of learner progress, serves as a basis for planning the next session.
    E. **Home practice**: Home practice should reinforce language learned in the lesson and give learners the opportunity to try out new sentences/situations with that language.
    F. **Final stage of planning**: Make a list of all materials needed for activities planned, e.g. visuals, realia, hand-outs. Prepare materials.

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# Lesson Planning Worksheet

## I. Language To Be Taught

A. Goal . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

B. Context . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

C. Learners will be able to . . . . . . . . . . . . . . . . . . .

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## II. Review

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## III. Presentation of New Material

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## IV. Practice Activity #1

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## V. Practice Activity #2

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## VI. Practice Activity #3

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## VII. Review/Assessment

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## VIII. Home Practice

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## IX. Materials Needed for Lesson

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# Adapting Lessons to One-to-One Teaching

- Since many activities will not last as long when only one learner is participating, you need to prepare larger numbers of practice activities.
- Draw out practice activities by changing format of visuals (e.g. on chalkboard, in learner's hands, on table) and/or by changing voice (volume, character, etc.).
- Plan some silent activities to give the learner time to rest and absorb material, such as reordering sentences or pictures on strips of paper, drawing pictures to use in activities, etc.

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# TEACHING THE MULTILEVEL CLASS

Adult ESL teachers face an even greater challenge in meeting the individual needs of their students, for they often must deal not only with students from various cultural and ethnic backgrounds, but with students who speak different languages entirely. It is not at all unusual to find, in the same ESL classroom, students with a very wide range of English proficiency. Even in situations where students are carefully tested and placed, some students at a given level may be quite proficient at speaking, for example, yet weak in reading or writing skills.

Another factor that contributes greatly to the multilevel challenge is the open-entry, open-exit system characteristic of many adult learning centers. With students entering a class at any time during a term, new students who test out at a particular level are likely to find themselves far below the actual level of the other students, even when they enter the class after only a few days. Every language class is, therefore, a multilevel one, and every good teacher is constantly trying to meet the needs of each individual student. One way to meet these diverse needs is through individualized instruction.

In fact, individualized learning might be more appropriate term than individualized instruction, for in reality, a teacher is only a channel through which individuals can learn. If the teacher supplies a nonthreatening environment, caring guidance, and effective resources, individualized learning can take place.

In many cases of successful individualized learning, students have taught each other. In fact, students often learn better from a peer than from someone in the position of teacher. A student who has recently learned a particular language skill is often the perfect person to explain it most effectively to a new learner; and by teaching it to someone else, the tutor reviews and strengthens his or her own skill.

## PAIRING AND GROUPING ACTIVITIES

1. Similar skill levels: More fluent students, for example, may discuss a specific topic while you work with the less verbal students. Or while the beginners complete a basic writing assignment, you can work on advanced writing skills with the more proficient writers.

To keep independent groups on the task, be sure to give clear directions and specific objectives. For example, instead of asking a discussion group to talk about the problems of older citizens, you might create a case study similar to the example below and explain that each small group must agree on one single solution to the problem.

*Situation: Jean Williams is a widow. Her husband died three years ago, and for the first time in her life she had to go to work to support her two children. She works the late shift from four to midnight in a restaurant. Her daughter, Jana, is fifteen and will graduate form high school in two years. Her son, Louis, has just started his first year at the junior college. He has a part-*

*time job but still lives at home. Six months ago, Jean's mother, who is seventy-three and also a widow, moved into their small apartment. Her behavior has become a problem for the whole family. In many ways she is like a child, and she needs a lot of care and attention. Jana and Louis have tried to be kind and patient, but the problem has just become too difficult for them. Last week they told their mother that if their grandmother had to live with them they were both going to leave home.*

*Problem: You are Jean Williams. What are you going to do?*

Problematic situations dealing with such topics as age, divorce, male-female roles, and child abuse generally ignite a very lively discussion even without your presence to stimulate the group.

2. Different skill levels: As mentioned earlier, students often learn better from peers than from a teacher. An advanced student can tutor individuals or small groups. For example, a student who has mastered the past tense could explain and practice it with a small group of beginners. This type of grouping or pairing is useful in dealing with new arrivals to the class or students who have been absent. Take care, however, not to place the same students in the role of tutor all the time. Even beginning learners can introduce a new student and help explain class routine, and a beginner who has mastered a particular point can tutor another beginner who needs further practice.

3. Similar interests: Regardless of their ability levels, students who have something in common usually have much to communicate to each other. Meeting and talking to others with similar interests can often establish bonds between students that, in turn, help unify the larger group and create a sharing, learning atmosphere. Friendships may also develop and extend beyond the classroom to ease the cultural shock and adjustment of an ESL student.

As an example, students who plan to enter a U.S. college can do a group project, or those who live with American families can get together to discuss the problems and benefits. Women with small children can work together on activities related to child care. Persons who hope to work in similar jobs can practice vocabulary and grammatical structures related to that line of work. The possibilities are unlimited.

4. Random groupings: Sometimes grouping student completely at random leads to enjoyable, interesting, and surprisingly effective results. Random grouping not only affords an excellent way for students to get to know each other, it also provides a way to group students of different ability levels without focusing on the roles of tutor and tutee. (Students recognize such labeling all too quickly.) By using a variety of methods to form random groupings, you can also heighten the interest level and add "pizazz" to the activity. A few suggestions follow as a springboard for other ideas.

a. Have the large group count off, for example from one to six. All the ones will form one group, the twos another, and so on.

b. In a hat, place pieces of construction paper of as many different colors as there will be groups. Ask each student to choose a favorite color. Students will then group themselves by color.

c. From a mail-order catalog or the Sunday advertising supplements to the newspaper, cut items from different sections or departments of a store. Give one picture to each student, and then ask students to group themselves according to specified categories, such as housewares, clothing, or hardware.

d. Observe what students are wearing on a particular day and group them accordingly. For example, everyone wearing jeans will form one group, skirts or shorts another, dresses or pants still another.

e. Simply allow students to group themselves. You might also list four or five different activities and invite students to choose the activity they prefer.

5. Pairing: At times you'll want the whole class or certain students to work in pairs rather than groups. Some pronunciation exercises, for example, are better suited to pair work. Students of similar or different ability levels can be paired in much the same way as for forming groups. Choosing the way students are paired, however, is more important, since one student in a pair may tend to dominate. Variety is, again, the key!

THE FOLLOWING ARE SUGGESTED ACTIVITIES THAT STUDENTS MIGHT DEVELOP:

1. Flash cards: Provide a list of words and ask students to find pictures illustrating each. On one side of a card, students should write a vocabulary word; on the other side, they should glue the picture. Then place the flash cards in the reading center and use them for sight-word practice.

2. Dictionaries: Suggest general categories, such as fruits, vegetables, clothing, and animals. Ask students to make booklet dictionaries by finding or drawing pictures of items in their assigned category, writing the words and their definitions, and perhaps giving two or three sentences using the words. Then place the dictionaries in a vocabulary learning center for future use.

3. Matching activities: For the reading lab, have students prepare a set of index cards with, for example, ten words written in blue on one set of cards and their antonyms written in red on another set. An answer card could also be included so that students can check their answers after matching up the cards. Other matching exercises can include such things as words with pictures, words with their definitions, time words with verb tenses, and sentence beginnings with sentence endings.

4. Listening exercises: Advanced students may enjoy listening to a tape of a song, a poem, or a reading, and transcribing the words. Once they get all the words down on paper and you gave checked them for accuracy, replace every fifth to seventh word with a blank. Then photocopy the transcription and put it into the listening station. Less advanced students can

listen to the same tape and fill in the missing words in the transcription.

5. Sequencing: All sorts of excellent sequencing activities can be developed by students. For example, have them cut out cartoons and glue them to index cards with the proper sequence numbered on the backs. Or ask students to write each word of a sentence on a separate index card, shuffle the cards, and put them into envelopes for other students to unscramble. Even short reading selections can be cut up by paragraphs and glued to large index cards for later practice in sequencing.

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Adult ESL Instruction: A Sourcebook
Lifelong Learning Books

# Adapting Lessons to Multi-Level Groups

## Group Activities

- Plan activities with easy and hard parts, e.g., dialogue in which one individual's lines are consistently harder than other's, question/answer activity in which harder questions are directed to stronger learners, easier questions to lower-level learners.
- Plan activities allowing for a range of different responses, e.g. role plays, sentence completion/expansion.

## Group Management Techniques

- Choral repetition — makes weaker learners feel more secure
- Individual repetition — call on stronger learners first, weaker learners later
- Choose carefully when you call on each learner; call on weaker learners only when you believe they know the answer.
- Correct learners at different levels, e.g. word order, word choice, verb/noun endings, pronunciation
- Formation of pairs/small groups:
  - For some activities pairing learners of similar levels together — allows learners to function at their own level without embarrassment
  - For some activities pairing strong learners with weaker learners — allows strong learners to help weaker learners

## Learner Roles

- Learner as teacher - weaker learner can be teacher: hold/select visuals, give cues, demonstrate, etc.
- Learners can correct each other.
- Games — all learners have equal roles, e.g. bingo; one learner has an easier or harder role, e.g. 20 questions.

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## Some Suggestions for Working with Reading and Writing

The most-practical way to work with a group with differing needs is to break into two groups for part of the session, with the tutor working with only one group at a time. The following activities are suggestions for what each group can do while the tutor is working with the other group.

**Activities higher-level learners can do on their own:**

- filling out forms
- writing answers to questions
- writing questions
- writing paragraphs
- reading paragraphs and answering questions
- writing a dialogue in pairs
- any "homework type" worksheet related to oral language

**Activities lower-level learners can do on their own:**

- matching
- identifying and circling
- tracing
- copying
- fill-ins (Cloze)
- very simple forms
- scrambled sentences
- picture question/answer (i.e., "What time is it?")

All of these will require previous oral practice.

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## TUTOR GOALS CHECKLIST

Included in your handbook is a Tutor Goals Checklist. This checklist is a simple way to monitor your student's progress in terms of real life situations. The checklist is divided into 5 levels of instruction: Survival, Beginner, Advanced Beginner, Intermediate, and Advanced Intermediate. This on-going evaluation shows your student's accomplishments.

Place a check beside the subjects your student succeeds in. As you know, success breeds only success.

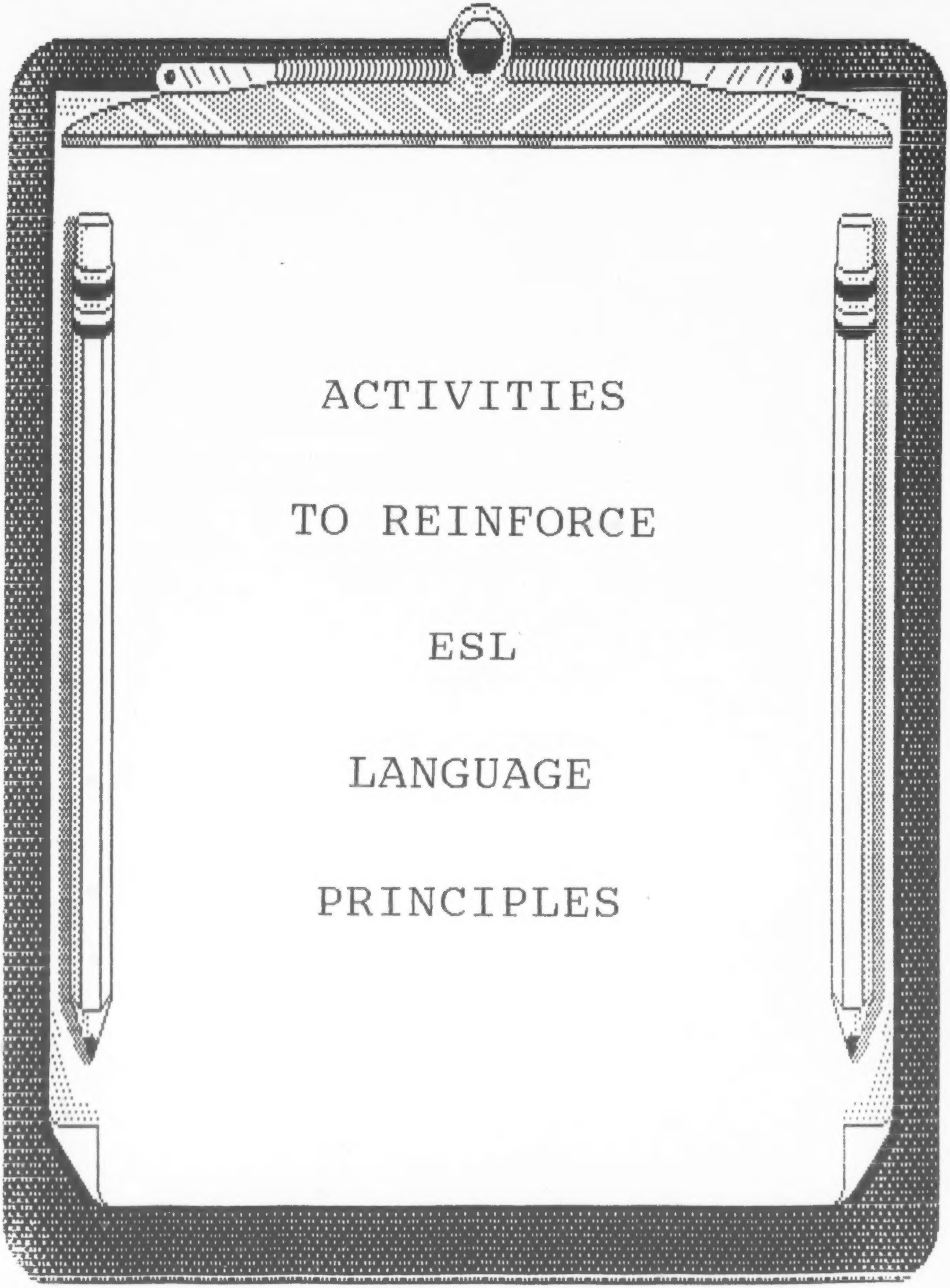
## TUTOR GOALS CHECKLIST

## TOPICS AND ACTIVITIES

| | Survival | Beginner | Advanced Beginner | Intermediate | Advanced Intermediate |
|---|---|---|---|---|---|
| **PERSONAL INFORMATION** | ___ Introduce Self<br>___ Greetings<br>___ Farewell<br>___ Basic Directions | ___ Requests for help<br>___ Language<br>___ Ethnic Background | ___ Self Description<br>___ Forms<br>___ Personal Letters<br>___ Phone Calls | ___ Peer Dialoque<br>___ Journals<br>___ Family Introductions<br>___ Social conversations | ___ Phone Call with Operator<br>___ Census Surveys<br>___ Biographical essays |
| **HOUSING/ LODGING/ DESCRIBING** | ___ Numbers<br>___ Addresses<br>___ Types of Housing<br>___ Furniture<br>___ Housing Goals | ___ Sizes<br>___ Colors<br>___ Compliments<br>___ Description of person | ___ Ads<br>___ Arranging Move<br>___ Letter to Landlord<br>___ Household Bills | ___ Dream House<br>___ Ad Abbreviation<br>___ Landlord/Tenant Rights<br>___ Neighbor groups | ___ Ads, yellow pages<br>___ Household safety<br>___ Interior Design |
| **RELATIONSHIPS/ RECREATION/ ENTERTAINMENT** | ___ Marital status<br>___ Sex<br>___ Titles<br>___ Phone Skills | ___ Family relationships<br>___ Telephone Calls | ___ Visit events, Landmarks<br>___ Calendars<br>___ Schedules | ___ Restaurant<br>___ Hobbies<br>___ Activities<br>___ Skits | ___ TV Programming<br>___ Invitations<br>___ Persuasion<br>___ Community Activities |
| **ENVIRONMENT** | ___ Time<br>___ Seasons<br>___ Weather | ___ Calendars<br>___ Holidays | ___ Geographic Terms<br>___ Maps<br>___ Climate | ___ Geography Weather<br>___ Local History<br>___ Scenic Spots | ___ Weather Reports<br>___ Pollution<br>___ Ecology<br>___ Natural Disasters |
| **HEALTH** | ___ Doctor<br>___ help requests<br>___ feelings | ___ Body Parts<br>___ Medicine Labels<br>___ Doctor Dialogue | ___ Types of Doctors<br>___ Diseases<br>___ Symptoms<br>___ First Aid<br>___ Diet<br>___ Emergencies | ___ Lectures on nutrition<br>___ Medical Emergency<br>___ Communicable Diseases | ___ Research on Health issues<br>___ Family Awareness<br>___ Community Involvemen |

|  | SURVIVAL | BEGINNER | ADVANCED BEGINNER | INTERMEDIATE | ADVANCED INTERMEDIATE |
|---|---|---|---|---|---|
| **SHOPPING** | ___ Numbers<br>___ Lists<br>___ Grocery signs | ___ Sizes<br>___ Expiration Dates<br>___ Comparison Shopping<br>___ Shopping Dialogues<br>___ Wish Lists | ___ Food/Clothing<br>___ Recipes/ catalogues | ___ Product Care<br>___ Letters of Complaint<br>___ Ads<br>___ Phone Inquiries | ___ Consumer Awareness<br>___ Yard Sale<br>___ Consumer Rights |
| **MONEY/BANKING** | ___ Bank Dialogues<br>___ $ | ___ Simple Budgets<br>___ Multiplication<br>___ Ordering Food<br>___ Payments | ___ Visit Bank<br>___ car/house payment<br>___ Budgets | ___ Financial goals<br>___ Budgeting<br>___ Banking Procedures | ___ credit,loans<br>___ letters requesting<br>___ Information |
| **DIRECTIONS/ TRANSPORTATION** | ___ Simple Maps<br>___ Street Signs<br>___ Left/Right<br>___ Bus Fares | ___ Public Transportation<br>___ Directions<br>___ Landmarks<br>___ Maps | ___ Visit Airport<br>___ Chart Neighborhood<br>___ Itineraries<br>___ Dream vacation | ___ Driver's License<br>___ Dream Car<br>___ Letter to airline<br>___ Insurance Report | ___ radio traffic<br>___ Reservation<br>___ Travel Videos<br>___ Car financing/repair |
| **OCCUPATIONS** | ___ Jobs<br>___ Job goals<br>___ Task Directions<br>___ Work Excuses | ___ Basic Interview<br>___ Application<br>___ On-job Instructions | ___ Visit Job Fair<br>___ Personnel forms<br>___ Safety Instructions | ___ Career Survey<br>___ resume, application<br>___ References<br>___ Resignation<br>___ Visit Employment Agency | ___ Career Videos<br>___ Advancement<br>___ Unions<br>___ Unemployment<br>___ Visit Vocational Training site |

|  | SURVIVAL | BEGINNER | ADVANCED BEGINNER | INTERMEDIATE | ADVANCED INTERMEDIATE |
|---|---|---|---|---|---|
| **COMMUNITY SERVICES/ RESPONSIBILITY** | ___ Emergency Reports<br>___ Post Office<br>___ Social Services | ___ Social Services<br>___ Library<br>___ Post Office<br>___ Emergencies | ___ School<br>___ Police,Prison<br>___ Post Office | ___ Government Structure<br>___ Visit City Hall<br>___ Education System<br>___ Crime Prevention<br>___ Voting | ___ Social Services<br>___ Citizenship<br>___ Letter to Editor<br>___ Self Help Groups<br>___ Visit Community College |
| **CURRENT EVENTS** |  |  |  | ___ News and Talk Shows<br>___ Newspapers<br>___ Interest Groups | ___ Panels<br>___ Surveys<br>___ Write Petitions<br>___ Write Editorials |



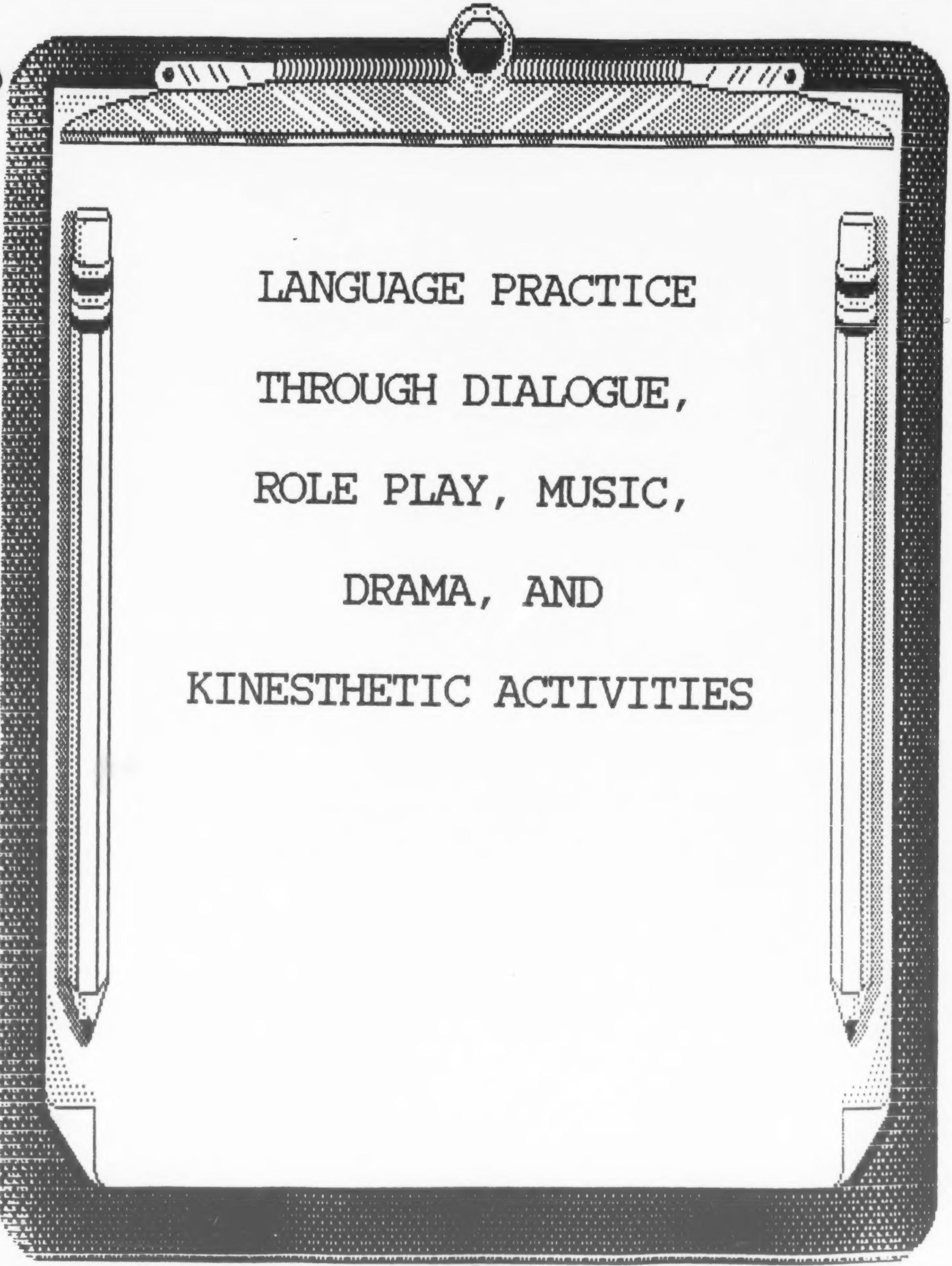
# ACTIVITIES

# TO REINFORCE

# ESL

# LANGUAGE

# PRINCIPLES



# LANGUAGE PRACTICE THROUGH DIALOGUE, ROLE PLAY, MUSIC, DRAMA, AND KINESTHETIC ACTIVITIES

# WARM-UPS AND MIXERS

These exercises serve as "ice-breakers" or conversation starters. They help students become better acquainted and to build a feeling of membership in the group, in addition to giving them practice in using the target language. All of the activities may be used during the first week of a new term, when a group of new students enters an already-established class, or at any point during a term simply as a means of reestablishing relationships among classmates.

Using warm-ups and mixers creates a classroom climate that is friendly and fun, a setting that has been encouraged by both adult trainers and researchers in second language learning.

NOTE: Most of the following practice exercises include a group size that you can do the activity with. Some group sizes suggest dyads or triads, but these activities can easily be done with a tutor and student only or adult and child only.

## EXERCISE 1: UNFINISHED SENTENCES

**Affective Purposes**

To become better acquainted.
To share attitudes, beliefs, and interest.

**Linguistic Purpose**

To practice writing and conversing using a variety of sentence structures, including the conditional and superlative.

**Levels** Intermediate to advanced

**Group Size** Triads

**Materials** Unfinished sentences handout (included)

**Procedure**

1. Give students the handout that follows and ask then to complete the sentences.

2. Break up into groups of three to share completed sentences and to determine answers that are the same, answers that are very unusual, and answers that are the most interesting.

3. Have each group share with the class the most common answer, the most unusual answer, and the most interesting answer.

# UNFINISHED SENTENCES HANDOUT

1. On Saturdays, I like to ...
2. If I had only 24 hours to live, I would...
3. If I could buy the car of my choice, I would choose...
4. I feel best when people...
5. If I had a million dollars, I would...
6. Secretly I wish...
7. If I could change the world, I would...
8. Right now the most important thing in my life is...
9. If I could visit any place in the world, I would go to...
10. The most exciting thing I have done is...

## EXERCISE 2: INTEREST TAGS

**Affective Purposes**
To learn about classmates' interests.
To build a cohesive group.

**Linguistic Purposes**
To use descriptive words.
To practice asking questions to find out details.

**Levels** All levels

**Group Size** Total class

**Materials** 5" x 7" index cards, thin felt-tip markers, straight pins

**Procedure**

1. Give each student a 5 x 7 index card, a marker, and a straight pin.

2. Ask students to write their first names on the fronts of the cards with a marker in large letters, so they will be visible across the room. Then ask them each to write five or six words that tell something about themselves, for example: *guitar, tennis, fun-loving, jazz.* These words also should be written on the front of the card in large letters.

3. Encourage students to pin on their cards and to circulate around the room reading other students' name tags and asking questions.

4. One of several "windups" may complete this exercise:
    a. Students may introduce themselves, explaining in more detail what their interests are.
    b. Each student may try to find a partner who shares one of his or her interests. The partners will introduce each other with details of the shared interest.
    c. The teacher may "quiz" students on what they remember about each other. For example, "Which student likes to listen to jazz music?"

## EXERCISE 3: NEW AND GOOD

**Affective Purposes**
To energize the group.
To share positively with each other.

**Linguistic Purposes**
To practice describing an event.
To use the vocabulary of feelings.

**Levels** All levels

**Materials** None

**Procedure**

1. Divide into groups (3-5 students).

2. Ask group members to share something "new and good" that happened to them within the last week. This is a voluntary response exercise, so you may suggest that students do this in any order. (Examples might include: "I'm proud of myself because I took the bus for the first time and didn't get lost," or "I made an American friend in the cafeteria.")

3. Encourage other group members to respond positively after each student contributes or to ask questions about the positive event described.

## EXERCISE 4: MY HOMETOWN

**Affective Purposes**

To break the ice.
To allow students to discover similarities between themselves and other students.
To become better acquainted.

**Linguistic Purposes**

To use simple present tense.
To use vocabulary of directions.
To use descriptive words related to size, location, appearance.

**Levels** Beginning to advanced

**Group Size** Total class

**Materials and** A large world map, sticky labels (or labels straight pins), felt-tip markers.

**Procedure**

1. Post the map in the classroom. Ask students to make labels with their names, the names of their hometowns, and the names of their countries.

2. As students place their labels on the map, have each briefly describe his her hometown in terms of location in the country, approximate size, interesting features of the town, favorite places to go, location of their house or apartment, and so on.

**Variations** Have students draw maps of their hometowns to show to the class while they describe the towns.

## EXERCISES SET TO MUSIC, DRAMA AND ROLE PLAY, AND KINESTHETIC ACTIVITIES

While frequent repetition in language instruction is essential, it can become quite boring. Adding variety and involving learners beyond simple repetition of a word, phrase, sentence, or even dialogue greatly enhances the impact of instruction. Three kinds of activities that can be used for enjoyable, multisensory practice of essential elements are: music, drama and role play, and kinesthetic activities. These activities have many benefits:

1. They can help students relax. ESL students, living in a country where they do not speak the language (or do not speak it well), are subject to a great deal of stress. They may be discounted or ignored; they face constant frustration as they attempt to arrange for services, buy necessities, or find and hold a job. Any activity that releases some of the tension connected with language difficulties helps remove a potential block to learning.
2. When carefully chosen, the activities can help create a comfortable climate for learning.
3. Different learning styles or orientations - visual, aural, kinesthetic, right or left hemispheric preference - can be accommodated.
4. Humor is often injected into the classroom, and humor has other virtues besides being enjoyable. Research shows that illustrating learning material with humor increases students' retention rates.
5. The activities provide a change of pace, a break in routine, that enhances attention span.
6. Many of these activities put the *student* in the spotlight rather than the teacher, building the self-confidence necessary for the student to apply newly learned language skills outside the classroom.
7. The activities provide a chance to practice, review, and expand language skills; practice that is more valuable and memorable because it is varied.

One caveat: While these activities can be enjoyable and enhance learning, they can turn into unpleasant experiences if your students are not ready for them. Be sure you prepare them with vocabulary, grammar structures, cultural knowledge, and pronunciation (if necessary). Remember: YOUR STUDENTS NEED SUCCESS.

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## *STEPS IN TEACHING A DIALOGUE*

- I TEACHER SETS THE SCENE.
- II TEACHER MODELS THE DIALOGUE, THREE TIMES.
- III TEACHER MODELS EACH LINE WHILE EACH GROUP REPEATS.
- IV TEACHER CONDUCTS A CHORAL REPETITION PRACTICE.
- V STUDENTS PERFORM A CHORAL CONVERSATION.
- VI PAIR PRACTICE (STUDENTS ON THEIR OWN).
- VII DRAMA PAIRS (STUDENTS PERFORM FOR THE CLASS).

Following is detailed description of the above steps:

Remember to stand in front of the students (do not sit), be sure everyone can see you, speak clearly but naturally, use clear gestures and above all be energetic and lively while you ACT OUT the dialogue.

I The teacher sets the scene with 2 steps:

- a Very briefly, give the context of the dialogue - wherever it may be - e.g., in a clothing store, in a restaurant, in the park, on the street, in a car, etc.
- b Very clearly indicate that there are 2 people, name them - whoever they may be - and say that the first is Speaker A and the other is Speaker B, e.g., a salesperson and a customer, a waitress and a customer, two friends - John and Mary -, etc.

II The teacher models the entire dialogue, both parts, three times through, without stopping, while the class listens:

> Be sure to use natural conversational speed with proper intonation. Remember, what you are saying is a model and students will repeat exactly what you say and how you say it. It is important for you to think, in advance, how it sounds in a real situation and practice intonating it in that way. This is one of the major reasons for teaching this method, to practice native-like sounding conversations from beginning to advanced levels.

III The teacher models each line of the dialogue, one by one, and asks students to repeat each time, in the following order:

- a The whole class repeats the 1st line.
- b Divide the class in half, each repeats the 1st line.
- c Indicate small groups, each repeats the 1st line.
- d Indicate individuals, each repeats the 1st line.
- e The whole class repeats the 1st line again.
- f The teacher is now ready to begin the 2nd line, repeating steps a though e until the dialogue is completed.

IV The teacher conducts a choral repetition practice and continues to model throughout:

- a Divide the class in half and indicate that each side will take a part, e.g., Side 1 takes A, the salesperson and Side 2 takes B, the customer.
- b Model the 1st line for Side 1, then have them repeat. Immediately, model the next line for Side 2, then have them repeat, and so on. Remember this is a conversation so the lines should flow naturally.
- c Reverse roles following a and b above: Now, Side 2 is A, the salesperson and Side 1 is B, the customer.

V Choral conversation - There is no teacher modeling at this point:

- a The teacher indicates s/he will take line A and that the students will take line B and respond chorally. Roles should then be reversed.
- b The teacher divides the class in half again, indicating that Side 1 takes line A and that Side 2 takes line B. Roles should then be reversed.

VI Pair Practice - The teacher walks among the students to monitor and help, if necessary:

- a Students are paired and left on their own to practice the dialogue. They should be standing. There should be a lot of activity at this point. Be sure to tell students to reverse roles.
- b At this point, it is possible to have students change partners for more practice. The teacher should make sure that the students are paired with a different partner from time to time.

VII Drama Pairs - The students perform for the class - standing in the front of room.

# Dialogue Assignments

Instructions: Write a six- to eight-line dialogue on one of the topics below:

1. A tenant calls his/her landlord to report there is no hot water in the apartment and to request action.
2. An employee calls his/her supervisor at work to give two-week's notice because he/she has gotten a new job.
3. A person goes to the post office to buy five domestic stamps, and two overseas airmail stamps.
4. A customer goes to a store to return a package of T-shirts because one of the T-shirts has small holes around the neck.
5. A pedestrian asks directions from a sales clerk in a store to get to the nearest bus stop.

**VARIATIONS:**

1. Adapt the six- to eight-line dialogue to four lines for a very beginning level learner.
2. Remembering the video example, elicit a short dialogue based on, but extending, the vocabulary and structures known to learners about a topic in which they have shown an interest.
3. With low-level literacy learners, use pictures or photos and ask the learners what the people in the pictures might be saying. They can create the dialogue in pairs. Later, you might make a Cloze exercise (fill-in-the-blank, as explained in H-III.B, "Steps of a Substitution Drill with Variations"), which might be done orally or as written work, to develop reading and writing skills. Eventually you can prompt the learners to recite the new dialogue independently.
4. With higher-level learners, present a situation and ask the learners to develop their own dialogues. Review grammar and vocabulary questions as needed.

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# Dialogues for Audio-Lingual Activity

## Dialogue 1 - Work Place Related

Bob: Excuse me, Frank, we're running low on boxes.

Frank: OK. How many should I order?

Bob: At least 200, and we should order some heavy tape, too.

Frank: How much tape?

Bob: Maybe 20 rolls.

Frank: OK, I'll take care of it.

## Dialogue 2 - Apartment Related

Tina: Hi, Maria. How was your weekend?

Maria: Busy. I moved to a new apartment.

Tina: Oh, why did you move?

Maria: My apartment was too small.

Tina: How's your new apartment?

Maria: I really like it. It's bigger than my old one, and the location is more convenient.

Tina: That sounds great!

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# Conversation Activities

## Dialogue

Dialogues are useful in developing listening comprehension, oral fluency, decision making, and vocabulary. Dialogues can be adapted to any level and can be used with both literate and non-literate levels. Authentic situations and language that your learners need are necessary to make this pertinent and fun. Props to help cue learners might be real items, pictures, or stick figures. Get your learners up and out of their seats during dialogue activities.

## Discussions

Learner-generated discussions are useful for expressing ideas and opinions that are important to your learners. They provide learners with an opportunity to work on their fluency as well as their listening skills. Discussions help foster cooperation and respect for each others' experiences as well.

## Interviews

Interviews are an excellent way for learners to practice and learn how to ask questions. In addition, it is very important for learners to learn which questions are appropriate in what situations. This technique provides learners with an excellent opportunity to meet and find out more about North Americans and our values.

## Additional Conversation Activities

- Ask learners to draw a picture of their home in their native country. Ask them to sit back to back, each one describing his/her picture while the other one draws what he/she hears. Have them show each other the pictures and discuss the differences in their pictures.

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- Have learners listen to a one-sided conversation on tape and come up with possible responses. Go over the dialogue together. Setting the context is crucial to this activity. Props and realia can be used to help set context and to extend discussion of the conversation.

- Give each learner a sentence from a story on a piece of paper. Tell your learners that they have one minute to read and memorize it. Collect the strips and tell the learners they have to figure out the sequence of the story by telling each other their sentences. Beginners can be given a word and asked to form a sentence.

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# Conversation Starters

## Beginning Learners

- Why do you want to learn English?
- Did you work in your country?
- What do you do in the morning?
- What do you do in the afternoon?
- What do you like best about the United States?

## Intermediate/Advanced Learners

- What is your most important reason for learning English?
- How much can you practice between classes?
- Do you have people to practice with — who could talk to you in English between classes?
- What do you like to do with your time?
- What is [school, family life, your business, raising children] like in your former country?
- What do you like best about living in the U.S.? What would you like to be different?

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Tips from Sandra Heyer's
"The hands-on ESL classroom: Techniques that get students talking, thinking, and moving"
Workshop - 28 Oct 1992

Tell me, I'll forget
Show me, I may remember
But involve me, and I'll understand

I. Speaking

A. Short Oral Activities (10 minutes or so)

1. Students show partners/tutors their "family albums" (Students can just draw boxes, without any pictures).

2. Students talk about "one good thing" that has happened to them so far in the day or talk about "a good five minutes".

3. Students write headlines about themselves; headlines are springboards for conversation.

4. That was the year that was: Put years in a hat. Students draw a year and tell where they were and what they were doing in that year.

5. The numbers in my life: Students write a number on the board (year, telephone no., address, etc.). Others try to guess why that number is important.

6. Am I lying? students describe a picture. Other students guess whether they're describing a real picture or making up a description.

7. Tour Guide: Students draw maps of their counties, including 5 or 6 places of interest. They show their maps to partners and describe where they would take the partners if the partners visited their countries.

B. Longer Oral Activities (15-30 minutes)
1. Students tell one another jokes.
2. Creative Grids: Students help one another put pictures in the right order.

# DRAMA AND ROLE PLAYS

Role plays work well with students of all levels. Beginning students are often self-conscious about trying to use the target language with appropriate gestures, accents, and inflections. However, if they are speaking in the role of a native speaker of the language, they are more able to take the risk. The emphasis is switched to total communication, both verbal and nonverbal. Depending on the level of the class, you may want to help students develop the skit as a group and prepare the speakers orally in much the same way as you would for a dialogue. A more advanced class might prepare skits in small groups, write them down, verify the language with you, and then perform them for the class.

There are two basic types of role plays: situational role plays and open-ended scenarios. In situational role plays, students are given brief descriptions of an everyday situation, such as moving to a new apartment and meeting a new neighbor. They are then assigned roles, such as the student who has just moved in or the neighbor who knocks on the door to welcome the student. Situation role plays can also be designed around problems or conflicts, with one person assuming the role of someone with a specific problem and another person assigned the part of the listener or advice-giver, or both parties can be involved in the same problem but each from a different perspective.

Open-ended scenarios are role plays that involve a series of student enactments centering around a problem. The problem takes the form of an open-ended story containing one clear, easily identifiable conflict, which is of relevance to the students. The story, which is usually read by the students, or told by the instructor, stops at the point of a dilemma. Discussion of solutions can take place at this juncture or roles can be assigned immediately and solutions enacted.

When introducing drama and role play to your students, be sure to build in success. Ask for volunteers, and coach them as much as necessary before they go "on stage" in front of the class. Allow for practice and feedback in small groups; praise liberally; minimize overt corrections until students feel more at ease. Emphasize the fact that they are playing roles; if they make a mistake, they can blame it on their characters.

# SITUATION ROLE PLAYS

## EXERCISE 1: WHERE AM I?

**Affective Purposes**

To put oneself in the role of the native speaker.
To experience an everyday situation that requires the use of the English language.
To build self-confidence.

**Linguistic Purposes**

To practice asking for and giving information.
To use the vocabulary of directions.
To use clear and specific words.

**Levels** Beginning to intermediate

**Group Size** Dyads

**Materials** Role cards (included)

**Procedure**

1. After students have had an appropriate grammar/vocabulary lesson regarding asking for and giving directions, tell them that you would like to practice what they have learned by pretending to be people who need information in order to get a specific place and people who give that information.

2. Divide the group into dyads and give each person a role card. Students should not show their cards to each other. When dyads have had an opportunity to read their roles and ask questions about their roles, call each pair to the front of the classroom where they will enact their roles.

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### ROLE CARDS

**Situation 1:** A street in your city
**Your role:** A student asking directions

You have just taken a bus from your new apartment. You are looking for the First National Bank, where you wish to open an account. You see a kind-looking old woman who is selling flowers. Ask her for directions to the bank.

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**Situation 1:** A street in your city
**Your role:** An old woman selling flowers

A college student gets off the bus in front of the place where you sell flowers everyday. The student asks for directions to a bank. Give the student the directions he or she needs.

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**Situation 2:** A large department store
**Your role:** A businessman who is looking for a black leather briefcase with a lock

You need a new briefcase and would like one that is black leather. It must have a lock that cannot be opened by a key. Ask the salesperson for what you want.

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**Situation 2:** A large department store
**Your role:** A salesperson in the briefcase and billfold department

You are a salesperson who wants to win a trip to Las Vegas for selling the most merchandise this week. A businessman asks to buy something you do not have, but you try to sell him something else.

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**Situation 3:** A bus stop
**Your role:** The bus driver

You are a bus driver who is helpful and enjoys meeting new people. An international student who is new to town gets on your bus and needs help.

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**Situation 3:** A bus stop
**Your role:** An international student who is new to town

It is the end of your first day in the English language program, and you must take a bus home for the first time. You have been told that your bus is the Number 7, but you don't know how much money the bus costs and you don't know where to get off. Ask the bus driver for help.

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**Situation 4:** The hallway outside your English classroom
**Your role:** A student who is planning a party tomorrow night

Invite your friend to a party tomorrow night at your house. Give your friend information about the time and place of the party.

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**Situation 4:** The hallway outside your English classroom
**Your role:** A student who is invited to your friend's party

A friend invites you to a party. Get specific directions to your friend's house from your house. Ask if you can bring something to eat or drink to the party.

**Situation 5:** The car rental office at the airport
**Your role:** An international visitor

You have just arrived in Denver, where you have rented a car. You need directions to the Sheraton Hotel from the airport.

**Situation 5:** The car rental office at the airport
**Your role:** A clerk in the office

You are new to your job and to the city, so when you are asked for information you will need to use a city map. You are very kind to the many foreign visitors who rent cars from you because you were once a foreign student in the United States.

**Situation 6:** A telephone booth at the airport
**Your role:** A student who has just arrived in your city

You have just arrived at the airport in your city. A driver from the school was supposed to meet you, but you cannot find him. Call the director of the school and ask him/her what you should do.

**Situation 6:** Your office in the language center
**Your role:** Director of the English language school

A student calls from the airport to tell you that the driver from the school was not there to meet him/her. Tell the student that you will pick him/her up in 30 minutes. Give instructions on where you will meet and what you look like.

## EXERCISE 2: I'D LIKE A HAMBURGER

**Affective Purposes**

To make clear what you want.
To activate the body and the mind.
To try out new behaviors without risk.

**Linguistic Purposes**

To play with the possibilities of language.
To practice contractions.
To practice questions and answers with *would*.
To practice the simple present tense.

**Levels** Beginning to intermediate

**Group Size** Groups of 2-3 persons each

**Materials** Role cards (included)

**Procedure**

1. After students have had a grammar/vocabulary lesson or a reading lesson that involves expressing wants and needs, tell them that you would like to give them a chance to practice the vocabulary and grammar points they have just studied.

2. Divide the class into groups of two or three depending upon the role play they are assigned. Give each person in the group a role card and allow enough time for them to read the card and ask questions. Students should not show cards to each other.

3. Groups then enact their roles in front of the class. Allow time after each role play for student comments or questions.

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### ROLE CARDS

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**Situation 1:** A medium-priced restaurant
**Your role:** The waiter

Two students are seated at your table. Give them menus, take their orders (beverage, salad and type of dressing, main dish, dessert), and serve them politely. The restaurant is out of roast beef and steak.

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Continued on next page

Situation 1: A medium-priced restaurant
Your role: A student who is having dinner with a friend

You are hungry and have been looking forward to having a nice roast beef dinner. Also, your friend took you to dinner last week, so you want to pay for the meal tonight.

Situation 1: A medium-priced restaurant
Your role: A student who is having dinner with a friend

You haven't had lunch, so you are quite hungry. You want to order a steak, medium rare. Also, you are the one who invited your friend to dinner, so you want to pay for the meal.

Situation 2: The front door of an apartment
Your role: A college student selling magazine subscriptions

You knock at the door of an apartment and try to sell the people who answer the door subscriptions to *Time, Newsweek, TV Guide,* or other magazines. If you can make this sale, you will be the top salesperson and will receive a college scholarship from your company.

Situation 2: The front door of an apartment
Your role: The husband who lives in the apartment

You answer the door when you hear someone knock. It is a magazine salesperson. You always feel sorry for people selling things door-to-door, so you are very polite and interested in buying at least one subscription.

Situation 2: The front door of an apartment
Your role: The wife who lives in the apartment

You hear your husband answer the door. It's a salesperson. Your husband is supposed to be helping you in the kitchen, and it makes you angry that he is wasting his time talking to the salesperson. Also, you hate to have salespeople knock at your door, and you never buy from them.

Situation 3: The supermarket
Your role: A clerk in the bakery

You are busy putting donuts in the display case when a customer asks you a question.

**Situation 3:** The supermarket
**Your role:** A customer

You are looking in the bakery for a specific kind of pastry from your country. You do not see it in the display case. Ask the clerk if she has this pastry. Describe it clearly, so she knows what it looks and tastes like.

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**Situation 3:** The supermarket
**Your role:** A customer

You are in a hurry to get to work and have to buy two dozen donuts. Another customer is taking too much time asking questions. You interrupt and ask the clerk for your donuts.

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**Situation 4:** The college library
**Your role:** The librarian

You are busy working on a computer list at your desk. A student asks you a question, but you do not hear him/her until the third time you are asked. Try to answer the question by giving specific directions. If students are too noisy, tell them to be quiet, so that they do not disturb other students.

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**Situation 4:** The college library
**Your role:** A student

You need to know where to find the newest *World Almanac*. You also need to know if you can check it out and take it home with you. Ask the librarian.

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**Situation 4:** The college library
**Your role:** A student

You notice a student standing by the librarian's desk. As you watch the student talk to the librarian, you realize that this is an old friend whom you haven't seen in years. You hurry up to the desk to greet your old friend in a loud voice.

# OPEN-ENDED SCENARIOS

## EXERCISE 3: I'VE GOT A PROBLEM

**Affective Purposes**

To develop sensitivity to the feeling of others.
To create a comfortable atmosphere which promotes understanding.

**Linguistic Purposes**

To repair communication lapses in your own and others' speech.
To develop vocabulary.
To elicit communication from all students.

**Levels** High beginning to advanced

**Group Size** Groups of 3-4 persons each

**Procedure**

1. To integrate fully the open-ended scenario into your lesson, you may wish first to introduce the topic of the scenario, to present necessary new vocabulary, to read the scenario, and to follow that reading with a discussion of the problem and viewpoints of the various persons involved.

2. The next step is to choose students who relate to the particular roles to come to the front of the class to participate in the enactment.

3. You may wish to read the last paragraph of the scenario before students begin role-playing.

4. After the first enactment, other students may wish to try role-playing different solutions.

5. When all enactments of the situation are finished, students can be guided through a summary of the problem and the solutions presented.

6. Related follow-up activities include writing solutions to the problem presented or reading a related selection in a magazine or book.

**Scenario 1** Ever since she was in junior high school, Anne has wanted to come to the United States to study English. Now that she is 17 and has finished high school, she believes that her parents should allow her to study for a year in the United States. Anne's mother, however, does not want her to leave home. She feels that Anne will lose a year of college by going to study English.

"I'm sorry, Anne, but I think you're too young to travel to a foreign country and to live there with people we do not know," her mother explains.

Anne replies, "But, Mother..."

**Scenario 2** When "Jack" (his American nickname) first arrived in the States, he asked to be placed with an American family. It is now the end of his second week with the Johnson family, and he is feeling very uncomfortable.

"I don't like the food and I'm not hungry at 5:30 when they eat dinner," Jack says to his friend Lee, who has lived with an American family for six months. Lee has heard that Mrs. Johnson is worried because Jack stays in his room all the time and sleeps.

When Lee sees Jack in the cafeteria, he says, "How are you doing, Jack?"

Jack pushes away his half-eaten lunch and says, "I'm..."

**Scenario 3** Maria'a boyfriend, Tomas, and her mother come to the United States to visit her for a week because it has been more than a year since she left her country. While he is visiting, Tomas asks Maria to come home and marry him.

Maria's mother says, "You may never have the chance to marry such a nice, wealthy young man, Maria. Please say 'yes' to Tomas."

Maria, however, does not want to leave her studies in the United States. In three more years, she will have her degree in marketing and will be able to get a good job in her country.

"Your future is the question here, Maria," her mother says. "You must..."

**Scenario 4** Marios just started a new job as a night clerk at a 7-11 store. He likes the job but does not like Mary Ann, a woman about his age who has worked at the store for two years. Mary Ann never calls him by name; she always shouts, "Hey, you." She also tells him frequently to do things he has already done.

"I really need this job," Marios says, "but I don't know if I can stand to be treated like dirt much longer."

**Scenario 5** Sami has been invited to a party with some new friends from school. When he gets to his friend George's house, he is surprised at how many people are at the party and how much liquor there is.

"Come on, Sami, have a drink," George says.

"Thanks, I'll just have a Pepsi," Sami says.

"Pepsi!" George laughs. "Here, have a beer or some whiskey. This is a *real* party, Sami, we don't have Pepsi."

"But I don't drink," Sami says in a quiet voice.

"You don't drink?" George shouts in amazement. "Oh, come on, Sami..."

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F. Floyd Shoemaker
Interactive Techniques for the ESL Classroom
Newbury House

# Role Play Situations

For the role play situations assigned to you, note the vocabulary and idiomatic expressions that you think learners should know in order to do the role play.

1. A witness is interviewed by a police officer about a traffic accident.

2. A patient calls a doctor's office to make an appointment for a sick child.

3. A person drops by a neighbor's apartment to ask to borrow a hammer.

4. A person invites a friend or a colleague over for dinner.

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# THE MAGIC OF MUSIC

Music accompanies our celebrations: parties, weddings, holidays. It sets an atmosphere or reflects a mood when we dance, when we dine, when we worship, and when we mourn. We respond to music physically and emotionally.

The use of songs can address five learning styles. Learners can see the words (print); hear the words and music (aural); sing the words (interactive); clap, tap their feet, act out the words, or move their bodies to the rhythm of the music (kinesthetic); and view pictures or objects that illustrate the music (visual). Learning through songs and chants, therefore, reaches students through multiple channels and greatly increases the likelihood that an approach suitable to each student's predominant learning style is being used.

Songs and chants are ideal for teaching or reinforcing numerous aspects of language: sounds; rhythm and stress; elisions or reductions (such as gonna for going to); conversational patterns; language structures such as tenses, comparisons, negatives, and idioms; vocabulary; language functions such as making a complaint, requesting a service, or asking for information; and cultural information.

Songs and chants need to be chosen carefully, however. Their words and structures should closely represent standard spoken English, and their content should be related to a current lesson (unless you're using the song or chant solely for a change of pace or as an enrichment activity). Choose a tune that is easy to learn and easy to sing. (Who can relax while straining to hit a high note?) For beginners or multilevel classes, choose a song with repetitive lyrics or a chorus so that lower level students can learn the song in a reasonable amount of time. To gain the most from a song or chant, design additional activities around it: a synonym search using the words of the song, class discussion of a cultural point raised in the song, or a dictation, for example.

Current popular songs, old favorites, and folksongs are all possible for an ESL classroom. A poll of the radio stations listened to by the class will help you choose songs, but you can also compose songs and chants especially appropriate for your group. The following songs may be familiar to you and most of them can be taught to their children.

Music has been called the universal language, understood by everyone. Chosen properly, it can provide enjoyment and solid language gains in the ESL classroom.

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Adult ESL Instruction: A Sourcebook
Lifelong Learning Books

Sample lesson using contemporary music.
Level of students: high beginning to intermediate

The following lesson is one that I have successfully used with my ESL class. For materials I simply used tapes and records that I also had the lyrics to. I had already discovered that my students and I shared the same taste in music. So, I chose five songs and recorded them on a tape. I told my students to listen to the tape and tell me which song they liked the best and would like to learn the words to. Then I made up a lesson from that song for the next week.

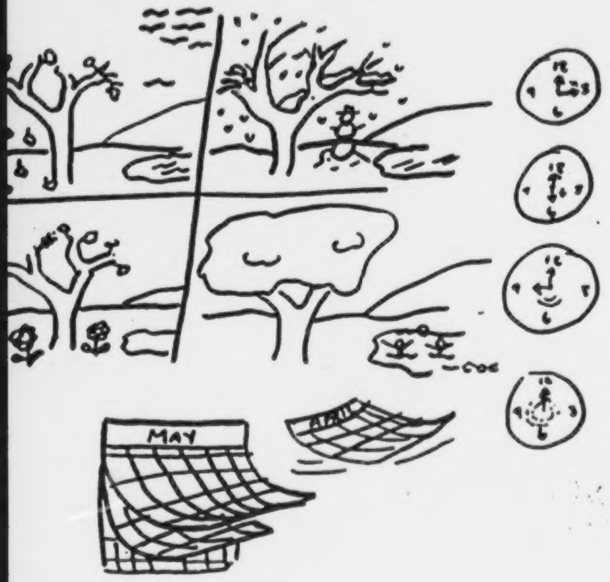
Using construction paper, I put words on one side, and a related illustration on the other. These were my props. First, We worked on vocabulary and comprehension, focusing on main ideas and simple nouns and verbs (ie. bird, blind, harmony - words not of an idiomatic phrase/main idea: love and rejection). Then students listened to the whole song, twice. Students were free to try to sing along if they wished.

Then, using the props, we studied the song line by line, this time focusing on phrased and idiomatic phrases (ie. crying out; It's going to take some time, etc. ). It is surprising how much we use idioms until you try to explain something to non-native speakers. Also speech slurs such as "gonna" for "going to" were studied.

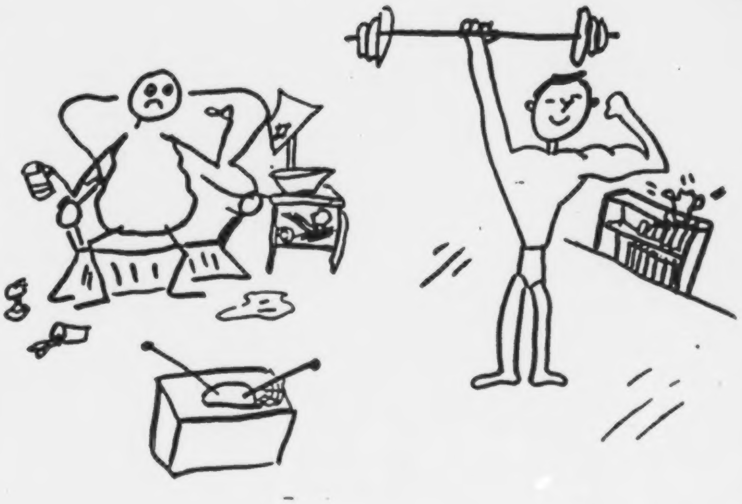
Song: IT'S GOING TO TAKE SOME TIME

1. Review: main points from last lesson
2. Listening: listen to song sung;
   listen to song read
3. Vocabulary: explain song using visuals.
4. Speaking: Repetition drills;
   Unison reading- everyone reads song together
5. Writing: Students copy words to song
6. Survival skill/idiom: "going to" -- "gonna"
7. Game/Activity: tic-tac-toe vocabulary
   Arrange picture cards three by three, making a tic-tac-toe board. have set of "x" cards and "o" cards. If student guesses correct word, gets his team's letter, if not, other team gets a try.
8. Homework: Memorize chorus and first verse.

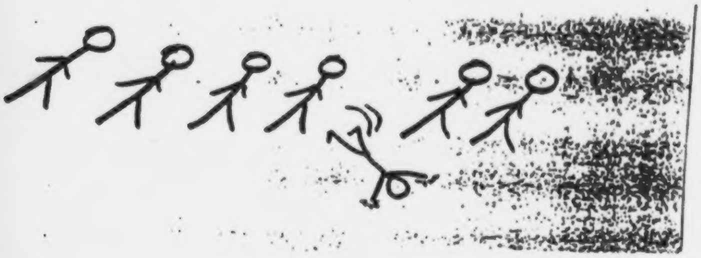
It's going to take some time, this time,



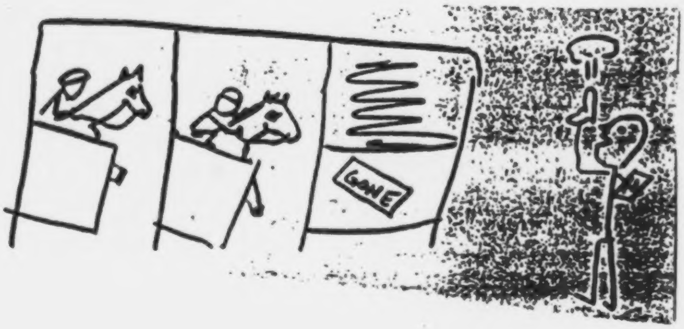
to get myself in shape.



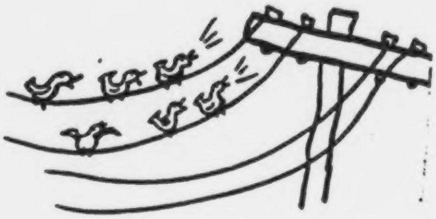
I really fell out of line



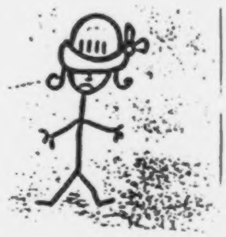
I really missed the gate



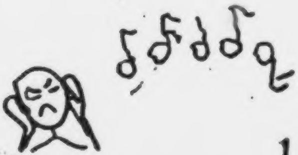
The birds on the telephone line are crying out to me,



I won't be so blind



I'll find some harmony



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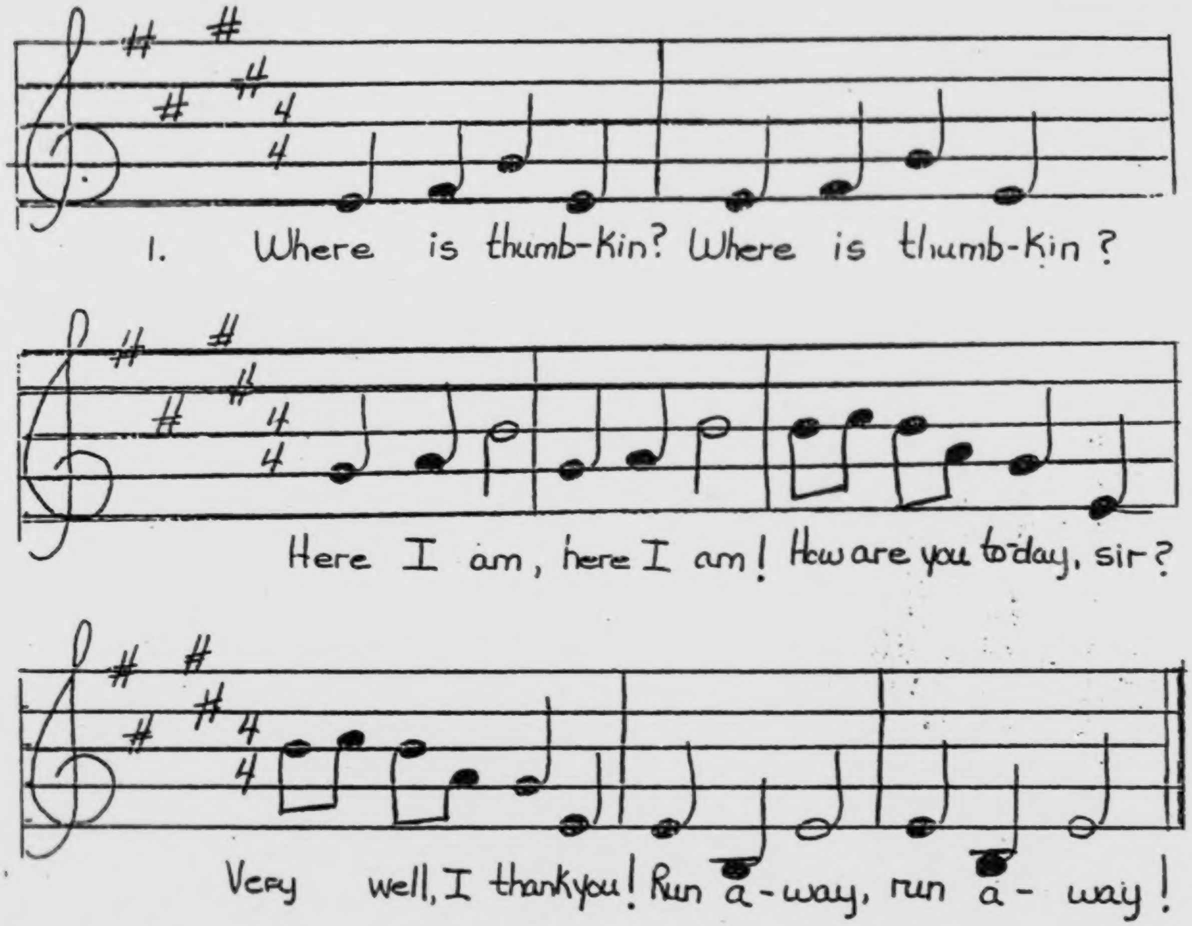
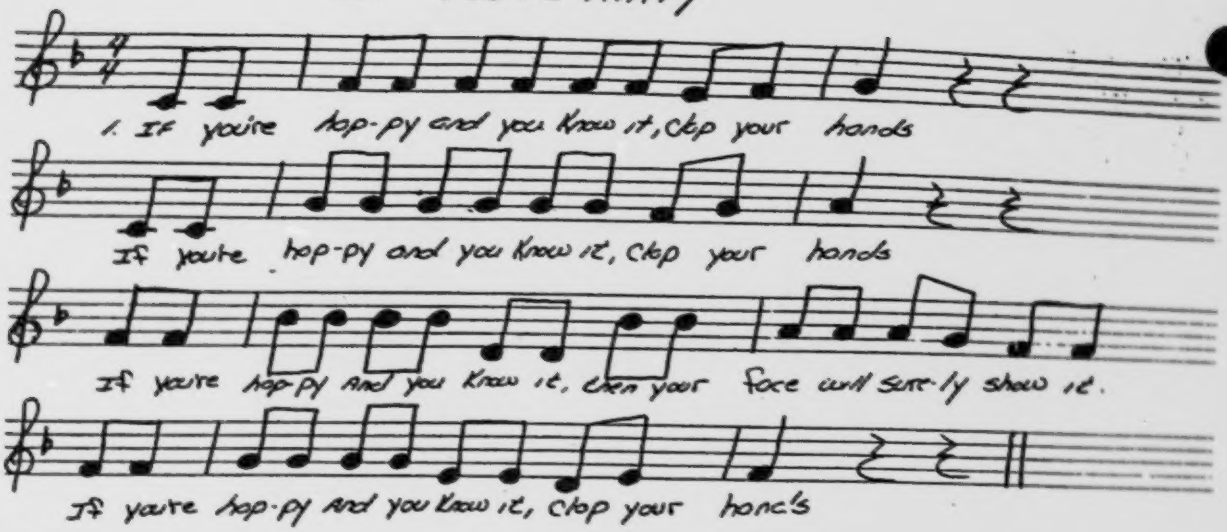
# Where Is Thumbkin?


4
4
1. Where is thumb-kin? Where is thumb-kin?
Here I am, here I am! How are you to-day, sir?
Very well, I thank you! Run a-way, run a-way!

2. Where is pointer?
3. Where is tall man?
4. Where is ring man?
5. Where is little man?

# IF YOU'RE HAPPY


1. If you're hap-py and you know it, clap your hands
If you're hap-py and you know it, clap your hands
If you're hap-py and you know it, then your face will sure-ly show it.
If you're hap-py and you know it, clap your hands

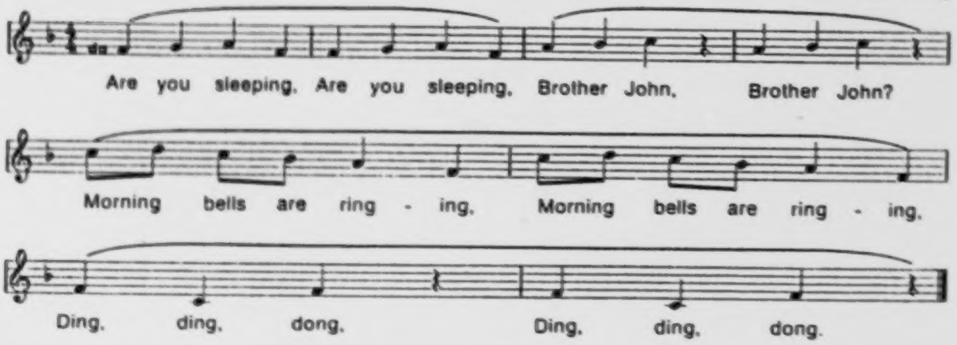
2. Stomp your feet
3. Nod your head
4. Do all three

OTHER SUGGESTIONS

1. pat your head
2. touch your nose
3. Raise your arm
4. Flip your wrist
5. pull your ears
6. Blink your eyes
7. Bend your K

## FRÈRE JACQUES

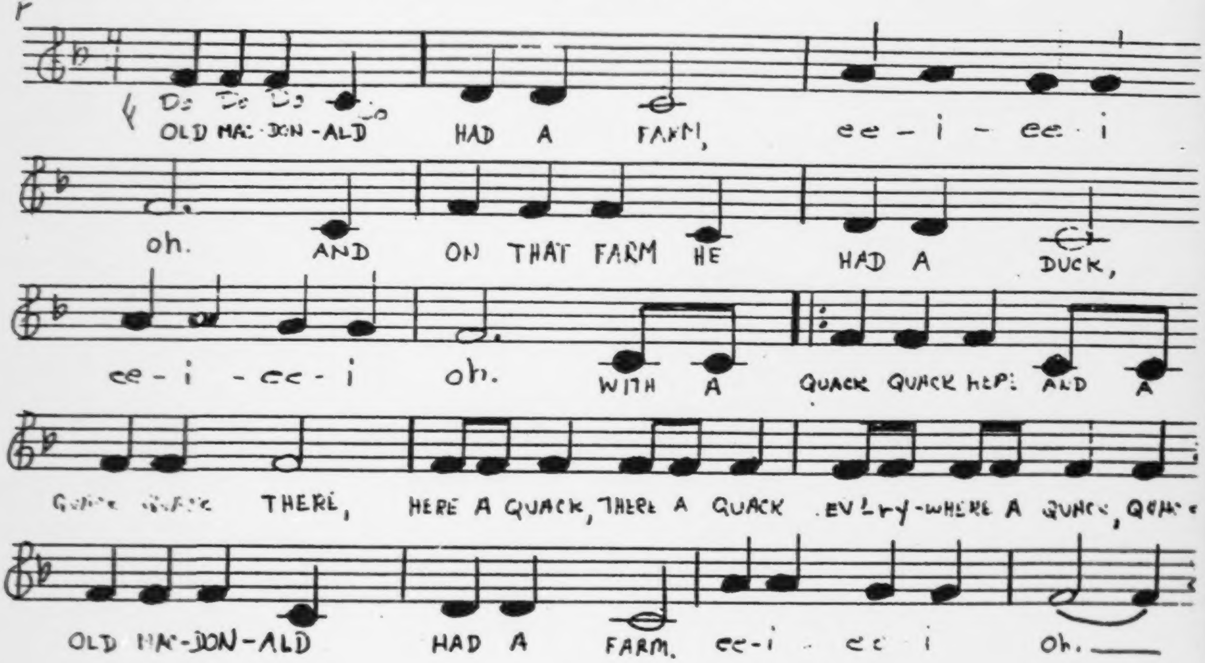
French Folk Song


Are you sleeping, Are you sleeping, Brother John, Brother John?
Morning bells are ring - ing, Morning bells are ring - ing,
Ding, ding, dong, Ding, ding, dong.

*Spanish:*

Fray Felipe, Fray Felipe,
Duermes tu, Duermes tu?
Toque la campana,
Toque la campana,
Tin, tan, ton, Tin, tan, ton.

# OLD MACDONALD -


F
Do Do Do
OLD MAC-DON-ALD HAD A FARM, ee - i - ee - i
oh. AND ON THAT FARM HE HAD A DUCK,
ee - i - ee - i oh. WITH A QUACK QUACK HERE AND A
QUACK QUACK THERE, HERE A QUACK, THERE A QUACK EVERY-WHERE A QUACK, QUACK
OLD MAC-DON-ALD HAD A FARM. ee - i - ee - i oh.

Here is another concept of slow and fast. Rather than the tempo getting faster, the rhythm pattern becomes faster.

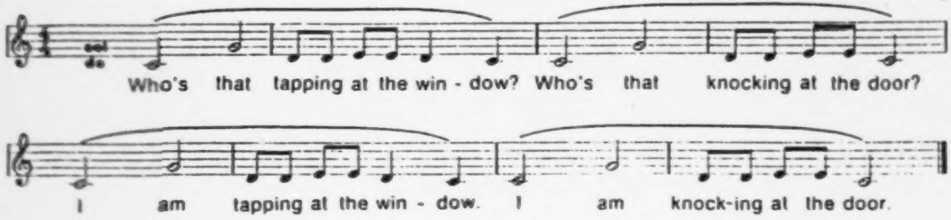
1. Teach the song.
2. Sing the song and clap the pattern.
3. What part of the song is slow ("Who's that")? What part is fast ("tapping at the window")?
4. Play the C and G bells on "Who's that" and the sticks on "tapping at the window."
5. Create original verses.

   Who's that playing with the red ball?
   Who's that wearing a blue ribbon.

6. Sing the song and step the pattern.

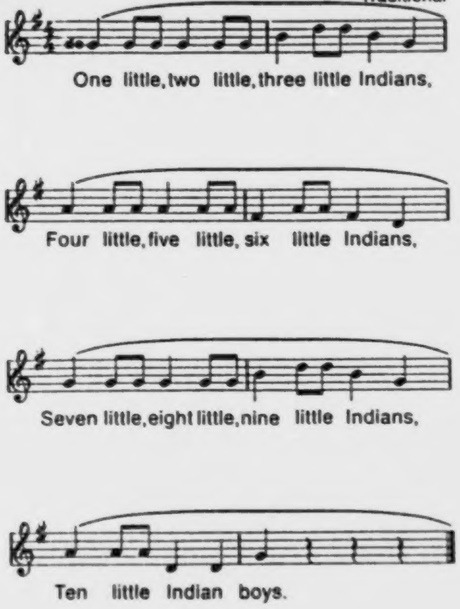
## WHO'S THAT?

Afro-American Folk Song


Who's that tapping at the win - dow? Who's that knocking at the door?
I am tapping at the win - dow. I am knock-ing at the door.

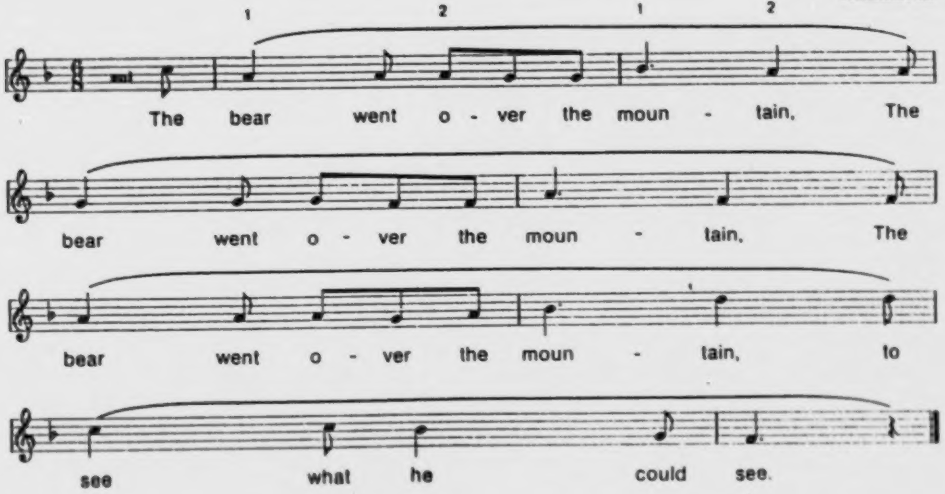
## TEN LITTLE INDIANS

Traditional


One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys.

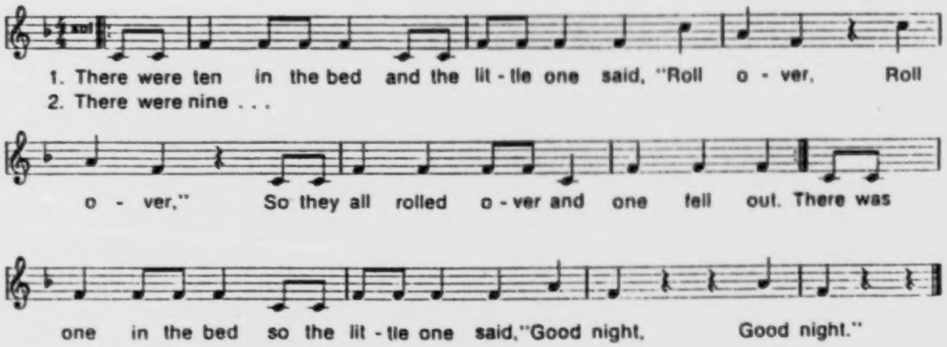
## The Bear Went Over the Mountain

Traditional


1
2
1
2
The bear went o - ver the moun - tain, The
bear went o - ver the moun - tain, The
bear went o - ver the moun - tain, to
see what he could see.

## ROLL OVER

Traditional


1. There were ten in the bed and the lit - tle one said, "Roll o - ver, Roll
2. There were nine . . .
o - ver," So they all rolled o - ver and one fell out. There was
one in the bed so the lit - tle one said, "Good night, Good night."

## KINESTHETIC ACTIVITIES

James Asher has based a whole approach to teaching language on the theory that learning can be significantly accelerated through the use of the kinesthetic sensory system - incorporating movement in instruction. Asher refers to his approach as the total physical response system (TPR).

The instructional format of TPR is based on the way we naturally learn language. First is a listening period during which students must follow directions, but are asked not to speak, therefore developing understanding before speaking is expected (Asher 1982). The adult beginning to learn a second language through TPR is analogous to the child who cannot speak but can respond to commands such as, "Give it to Mommy," "Look at the cat," "Put that truck in the toy box," and "Point to the bear's nose."

As understanding is demonstrated through movements, students gain confidence in their abilities and are able to give commands of their own. Through use of realia, hand-drawn pictures, and other stimuli in addition to demonstrated commands, students can learn a wide range of vocabulary. Such things as numbers, colors, sizes, and relationships indicated by prepositions are quite easily incorporated into the commands, even at a very early stage. Later, tenses can be incorporated. Throughout the command sequences, humor is used to heighten interest. As an example, here is one of the sentences used in instructing students in Spanish: "When Henry runs to the blackboard and draws a funny picture of Molly, Molly will throw her purse at Henry." (Asher, Kurudo, and de la Torre 1983, p.65).

### VERBS AND NOUNS

To understand how exciting this method is for students (and teachers!) and the confidence it builds right from the beginning, simply teach a group of non-English-speakers five verbs: *stand up, sit down, walk, stop,* and *turn*. Illustrate these, and then have students act them out as you command. Next, teach three nouns: *chair, table,* and *window*. Once students have learned a noun in connection with one verb, combine the noun with a different verb. Once you have taught them "Walk to the chair," for example, you can substitute "Walk to the table" or "Walk to the window." Watch as they realize they are responding to a command they have never been taught in a totally new language.

### WALKING SENTENCE

Other kinesthetic activities can be worked into a wide variety of lessons. Use a "walking sentence" to introduce a class, for example. You may decide to say, "In class tonight, we will learn about road signs." Print each word in large letters on a separate sheet of paper or large index card. Include a separate card for each punctuation mark. Randomly give each card to a student and ask the recipients to arrange themselves in a sentence. Watch as they discuss the language and proudly arrange themselves in order. As an alternative, the students holding the cards can be directed by the students at their desks. This exercise is not, of course, something that would be effective with beginners early in their instruction, but intermediate classes love it. Once the sentence is unscrambled, place the cards on a window sill, blackboard ledge, or bulletin board so that everyone can see it.

### STRING SENTENCE

Another kinesthetic exercise based on the same principle is the string sentence. In this case, use clothespins or print the words on large index cards folded in half so that they can be placed over a string. This technique is ideal for teaching or reinforcing the transformation from a statement to a question. It can be done by an individual, or the class can direct the movement of the words and punctuation marks.

### BINGO GAME

Beginners often enjoy a bingo game to review simple words. You hold up a picture, and students cover the word on their cards (or on one large playing card on the blackboard). Antonyms and synonyms also make good bingo games. These games have the added excitement of having a winner with no fault attributed to those who do not win.

### VOCABULARY REVIEW

As a vocabulary review, you might list several major categories on the board, such as things to eat, things to ride in, and things to wear. Give students cards with names of items in the various categories and have them attach the words in the right place. To review prepositional phrases, ask students to place objects appropriately, for example, "on the floor," "under the table," and "near the door." Add a few unusual ones to heighten interest: "on the teacher's head" or "inside your shoe." Add non-classroom items to extend the benefit of this exercise. If the class is working on reading and writing, the phrases can be written on cards and taped in the appropriate places by students. Depending on student readiness, you might ask each student to write his or her phrase on the board for the class before placing it correctly.

### MUSICAL CHAIRS

A variation of musical chairs can also provide an enjoyable activity that reinforces language concepts. Instead of having all participants march around until the music stops, call for certain groups: "Everyone who is wearing red change places" or "Everyone who has dark hair...," "Everyone who is married...," "Everyone whose name begins with J..." Obviously, your choices will be based on the level of the class. Again, add interest. When you want all students to move, say, "Everyone who has two feet...," or "Everyone who wants to learn English..."

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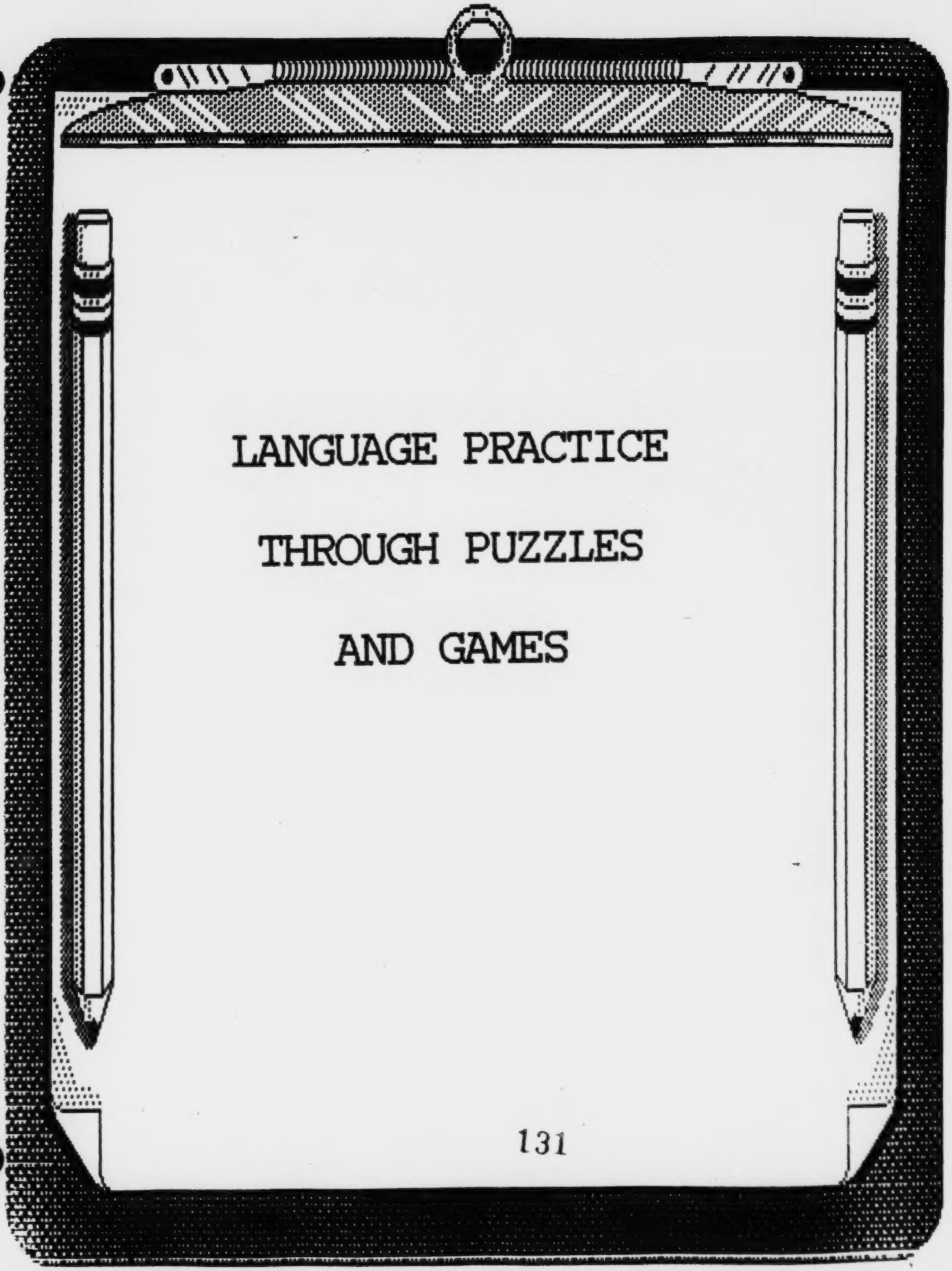


# LANGUAGE PRACTICE THROUGH PUZZLES AND GAMES

# PUZZLES

The informality of this next group of exercises, puzzles, heightens interest and communicative energy and lowers anxiety and inhibitions about speaking English. When puzzles are presented to a group, students are required to develop solutions to the situations given them. These solutions come about through using English to share ideas, to give directions, to question possibilities, to respond to others' ideas, and so on.

Puzzles frequently are used in adult training as group builders. In the ESL classroom they can be used to unify a group and in many other ways: to rejuvenate a class when attention is lagging, to encourage a pair or a group to work together toward a solution, as a warm-up preceding another classroom activity, as a prewriting exercise which would be followed by writing clear directions for a solution, and to point out the importance of a particular approach to working through a task.

## EXERCISE 1: HOW MANY SQUARES?

**Affective Purposes**

To use a systematic approach to work through a complex task.

**Linguistic Purposes**

To describe a system in detail.
To use chronological order to describe a process.
To use cardinal numbers.

**Levels** All levels

**Group Size** Dyads

**Materials** How Many Squares handout (included)

**Procedure**

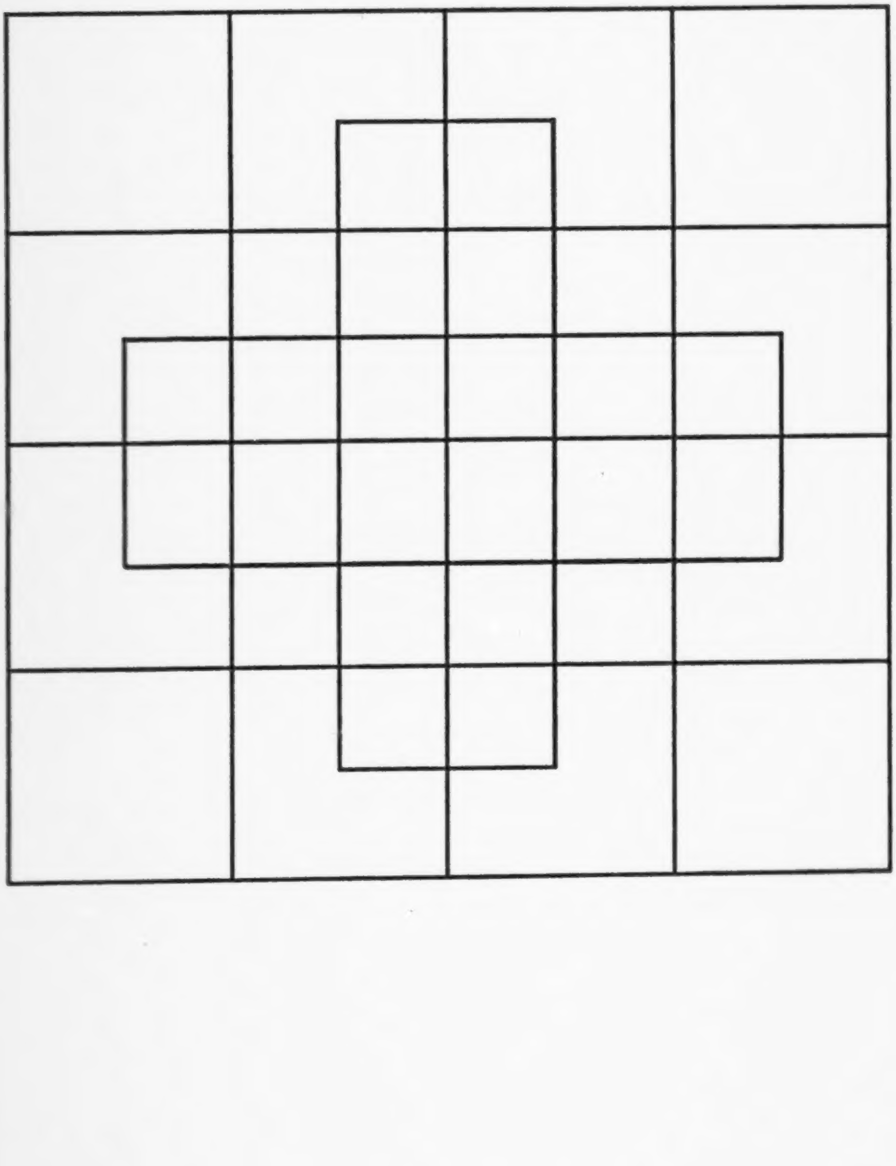
1. Ask each dyad to count the number of squares in the How Many Squares handout. Suggest that they ask each other questions, make suggestions, and, in general, use each other's ideas to solve the puzzle. The team closest to the correct number wins.

2. Ask each dyad to describe its counting system. Did you have a systematic approach (a way of solving the problem step-by-step) when you counted your squares? Did it help to have a system?

**Answer** There are at least 163 squares in the puzzle.

**Variation** Base a writing assignment on the puzzle solution. Have students describe the process of completing this task or have them write about the importance of solving problems systematically.

# HOW MANY SQUARES HANDOUT



## EXERCISE 2: READING JIGSAWS

**Affective Purposes**

To work together as a group on a common task.
To develop an approach for problem solving.

**Linguistic Purposes**

To integrate skills of communication and meaning.
To use both holistic and sequential processes of reading comprehension.
To use grammar and punctuation cues to interpret meaning.

**Levels** All levels

**Group Size** Dyads

**Materials** A text that relates to the knowledge, interest, and level of the students. The text should be typed double spaced, mounted on cardboard, and cut into segments at meaning boundaries. The pieces should them be shuffled and put into an envelope labeled with the topic of the reading. The teacher should keep a card on which the entire reading passage is typed.

**Procedure** Divide the class into pairs. Give each pair an envelope. Tell students that the pieces of the reading will fit together exactly to form an account of the topic listed on the envelope. Students should follow these steps:

1. Lay pieces on a desk or table one by one so they can be read easily. (Explain to students that some words and phrases may be unfamiliar, but that should not stop them from putting the test together.)

2. After scanning the pieces, choose the title and place it at the top of a clear space on the desk or table.

3. Put together the text piece by piece until it makes sense.

4. When satisfied with the meaning, ask the teacher for the card with the complete text to compare it for accuracy.

5. Make corrections, if necessary, and reread.

6. A possible final step would be to have the student write out the passage from memory to be compared to the check card.

**Example of Reading Jigsaw** Included: next page (For intermediate to advanced group. Slash marks indicate where text should be cut.)

## EARTH DAY LOOKS AT PLANET'S PROBLEMS

Earth day, which was celebrated in the United States in 1990,/ pointed out four worldwide concerns:/ disappearing forests,/ rising temperatures,/ holes in the ozone,/ and acid rain./

Some scientists believe that cutting down tropical rain forests/ in other parts of the world/ may affect the weather in this country./ Tropical rain forests,/ which are the home to many animals and plants,/ are being cut down for wood and farming land./

Scientists also are calling attention/ to the "greenhouse effect."/ The buildup of certain gases,/ such as carbon dioxide,/ in the atmosphere/ may act like the top of a greenhouse./ A problem results when the heat close to the earth/ is unable to escape/ into space like it used to./

A third concern is the damage to the ozone layer/ which has been caused by use of technology/ such as fire extinguishers and air conditioning coolants./

The final problem/ results when some air pollutants/ in the atmosphere mix with the sunlight./ They form an acid which falls back to Earth/ in the form of snow, rain, or hail./ Thus, acid rain creates acid water/ in lakes and kills fish.

Note: The envelope should be marked: "Earth Day"

## EXERCISE 3: BRAINTEASERS

**Affective Purposes**

To share language skills to solve a puzzle.
To have fun with symbols and words.

**Linguistic Purposes**

To translate visual symbols into written communication.
To develop understanding of idioms.

**Levels** Advanced beginning to advanced

**Group Size** Groups of 3-4 members each

**Materials** Brainteasers handout (included on next page)

**Procedure**

1. Tell groups that they have 10 minutes to translate the 20 brainteasers found on the handout into a word or short phrase. Some of the phrases are American idioms.

2. Demonstrate to the class by working through one of the brainteasers with them.

3. Have the group with the most right answers explain their puzzle to the class. Discuss words or phrases that individual students may not understand.

**Answers**

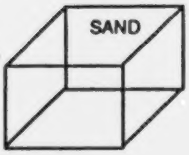
1. Sandbox
2. Man overboard
3. I understand
4. Reading between the lines
5. Long underwear
6. Crossroads
7. Downtown
8. Tricycle
9. Bi-level
10. Three degrees below zero
11. Neon lights
12. Circles under the eyes
13. High chair
14. Paradise
15. Touchdown
16. Six feet underground
17. Mind over matter
18. He's beside himself
19. Backwards glance
20. Life after death

**Variation** If you wish, this puzzle can be turned into a game with the highest scoring team winning a prize.

**Source** John W. Newstrom and James E. Scannell. *Games Trainer Play*. New York: McGrraw-Hill, pp. 75 and 77.

# BRAINTEASERS

1.



2. MAN
BOARD

3. STAND
I

4. |R|E|A|D|I|N|G|

5. WEAR
LONG

6. R
ROAD
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D

7. T
O
W
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↓

8. CYCLE
CYCLE
CYCLE

9. LE
VEL

10. $\frac{O}{\text{M. D} \\ \text{B. A} \\ \text{PH. D}}$

11. $\frac{\text{KNEE}}{\text{LIGHT}}$

12. I I
O O
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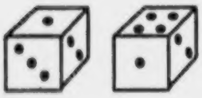
O O
O O

13. [HAIR

14.



15. T
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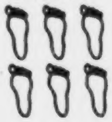
16. GROUND



17. $\frac{\text{MIND}}{\text{MATTER}}$

18. HE'S / HIMSELF

19. ECNALG

20. DEATH LIFE

## EXERCISE 4: FRIENDLY FRUIT

**Affective Purposes**

To illustrate the importance of individual characteristics.
To practice observational skills.

**Linguistic Purposes**

To practice description using color, texture, smell, etc.
To use comparison/contrast vocabulary.

**Levels** Beginning to advanced

**Group Size** Total class

**Materials** An orange (or other fruit) for each class member.

**Procedure**

1. Give one orange to each student. Tell students to examine their oranges carefully by feeling them, smelling them, squeezing them gently, rolling them on their desks, and, in general, inspecting them carefully. Ask them to become well acquainted with their oranges, maybe even choosing names for them.

2. As soon as they have had a few minutes to inspect their oranges, collect all of the fruit and mix it up in view of the class.

3. Spread all of the oranges on a table and ask students to come forward to choose their own special orange. If arguments develop over which orange is whose, just take note of the disagreement and give one orange to each person.

4. Discuss the following questions:
   a. How many of you are sure you got your original orange? How do you know? (Allow each student to describe his or her orange briefly.)
   b. What similarities are there between telling differences between many oranges and telling differences between many people? What differences are there?
   c. Why can't we get to know people just as fast as we did our oranges? What role does the skin play - for oranges and for people?
   d. From this discussion, can you make a general statement about human actions and behavior?

**Variation** (1) This exercise can be used before a descriptive writing assignment to sharpen students' sensitivity to individual differences, to concrete language, and to details. (2) The exercise can be used without the discussion questions, followed by the assignment of writing a paragraph describing each student's orange. The paragraph should begin with a main idea, or generalization, about the orange followed by individual sentences that describe the appearance, taste, texture, and smell of the orange.

## EXERCISE 5: THE FARMER'S LAND

**Affective Purposes**

To solve a spatial puzzle in a logical manner.
To work together on a creative task.

**Linguistic Purposes**

To practice the vocabulary of suggestions (*I think..., What if..., Let's...*).
To practice the conditional (*if* clauses).

**Levels** Advanced beginning to advanced

**Group Size** Triads

**Materials** Farmer's Land handout (included)

**Procedure**

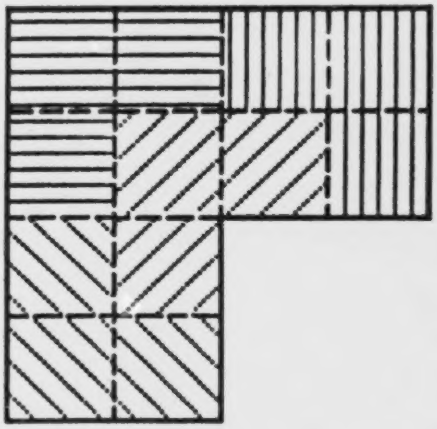
1. Give each group a handout illustrating the shape of a piece of land.

2. Explain the task: A farmer has died. His four sons must divide his land into four pieces of equal size and shape. Each son must have a whole piece of land; in other words, he cannot have separate pieces.

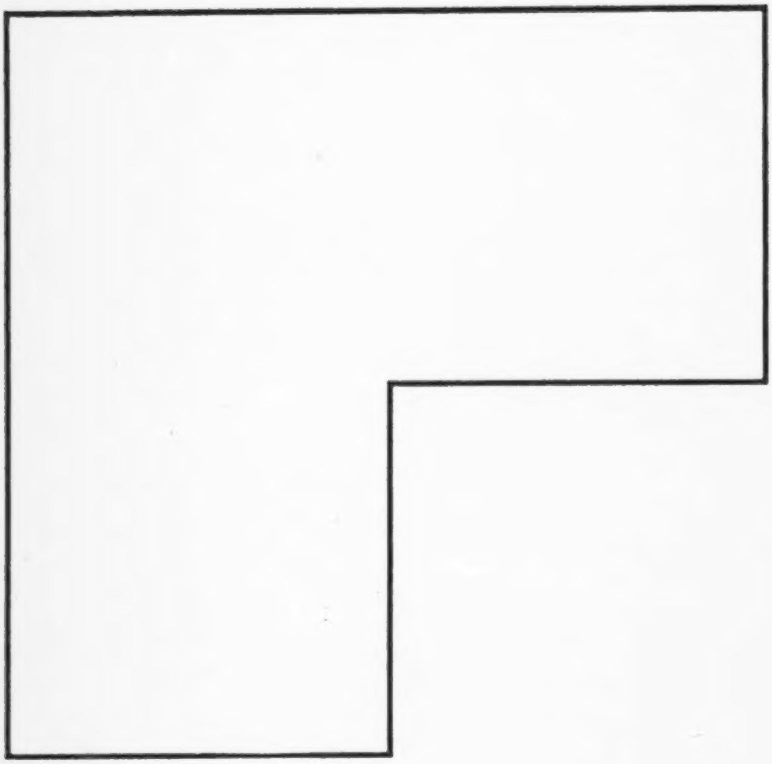
3. Allow 10-15 minutes for groups to work out a solution. Have one of the successful groups share their solution by diagraming it on the chalkboard.

**Source** Norman R. Maier. *Problem Solving and Creativity in Individuals and Groups.* Belmont, CA: Brooks/Cole, 1970.

**Solution to the Farmer's Land:**



## FARMER'S LAND HANDOUT



# EXERCISE 6: LEAD ME THROUGH THE MAZE

**Affective Purposes**
To develop trust between a leader and a follower.
To experience the effects of communication in accomplishing a task.

**Linguistic Purposes**
To practice using the vocabulary of directions.
To practice imperatives (*go, watch out, turn,* etc.)
To follow directions.

**Levels** All levels

**Group Size** Dyads

**Materials** Maze handout for each participant, blindfolds for each dyad.

**Procedure**

1. Tell the class that they are going to lead or be led through a maze on paper. Give an example on the chalkboard of what a maze is. Tell students that the key to getting out of the maze is to listen carefully to directions given by the leader. Instruct leaders to use specific language, such as *right, left, straight ahead, back,* and so on.

2. Divide the class into dyads, and instruct partners to designate one the leader and the other the follower.

3. give a blindfold to the follower. When the follower has put on the blindfold, give a copy of the maze handout to the leader and instruct him to place a pencil in the follower's hand and to place the point of the pencil on the entrance point of the maze.

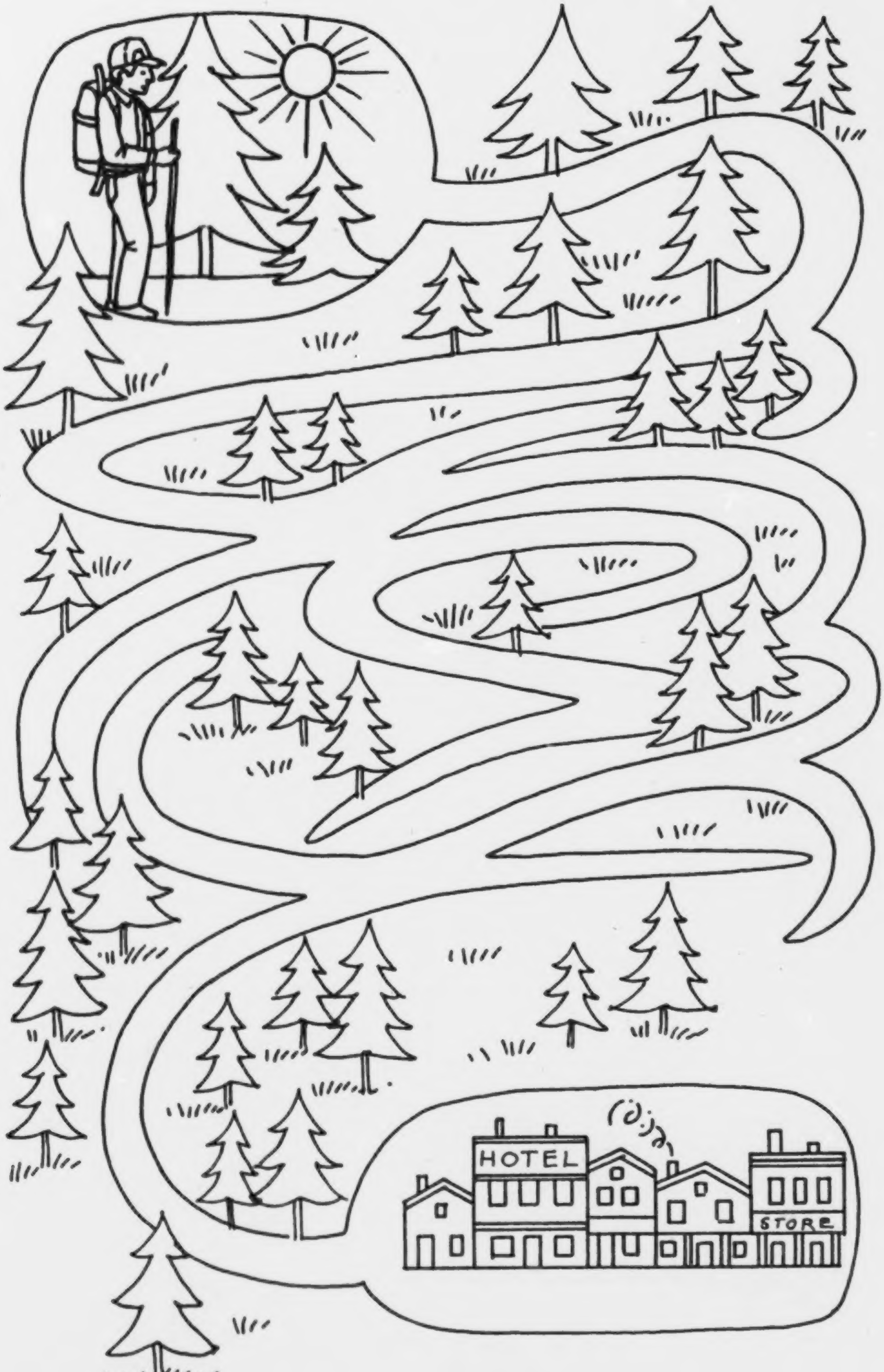
4. Instruct dyads in the rules: no crossing of lines, directions should be given verbally with no guiding of hands by leader. If a line is crossed, the follower must move back to the space and continue.

5. Go!

6. When the follower has completed the maze, change roles and have the leader don the blindfold and, with a new Maze handout, begin from the other end and try to complete the maze with directions from the new leader.

**Variations** (1) This puzzle can be made into a game by giving a time limit. The first dyad finished is the winner. (2) If space permits, form a maze with chairs. Form dyads outside the room and blindfold followers just before entering the room. Followers enter first and are directed by leaders. A scorekeeper keeps time for each dyad and deducts points for each chair touched by followers. Dyads are given a score at the end of the maze. Scores are tallied and winners announced.

# LEAD ME THROUGH THE MAZE HANDOUT


HOTEL
STORE

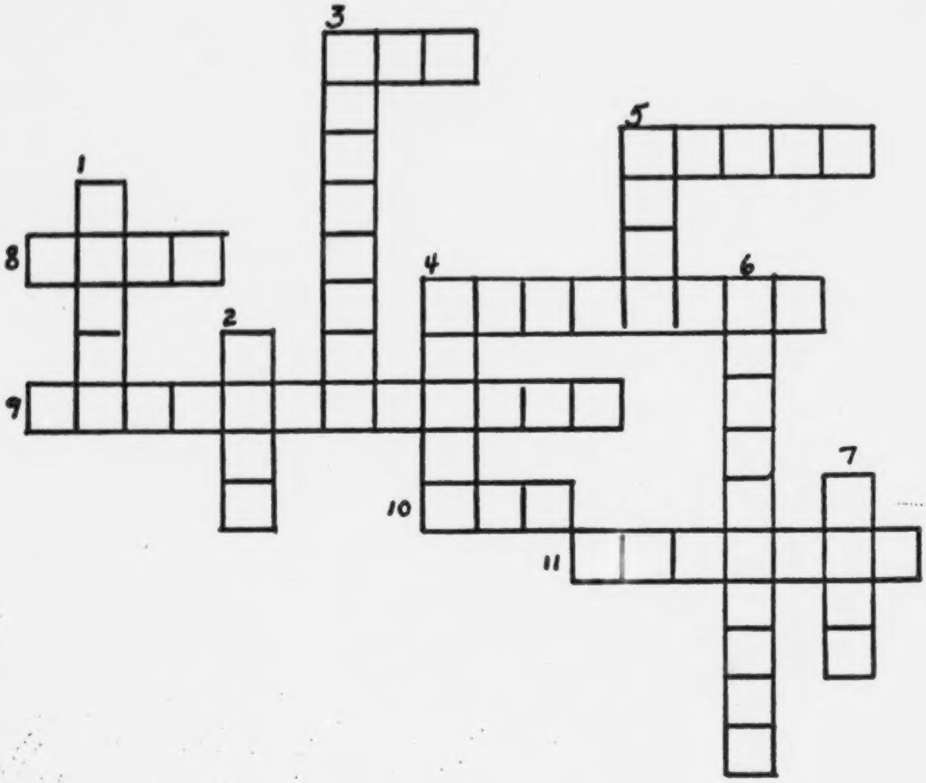
## CO-OPERATIVE CROSSWORD PUZZLE

Instructions:

1. Hand out the completed crossword to half the class and the blank puzzle to the other half.
2. Have the students choose a crossword partner.
3. The students with the answers are to help their partners complete the crossword without giving them any of the words, to only give descriptions of the answers.
4. Crossword puzzle handouts are included on the next pages.

© 1885 by Richard Yorkey and
Addison Wesley
"Crossword Partners"
Adapted from Talkativities (#14)

## CO-OPERATIVE CROSSWORD PUZZLE


1
2
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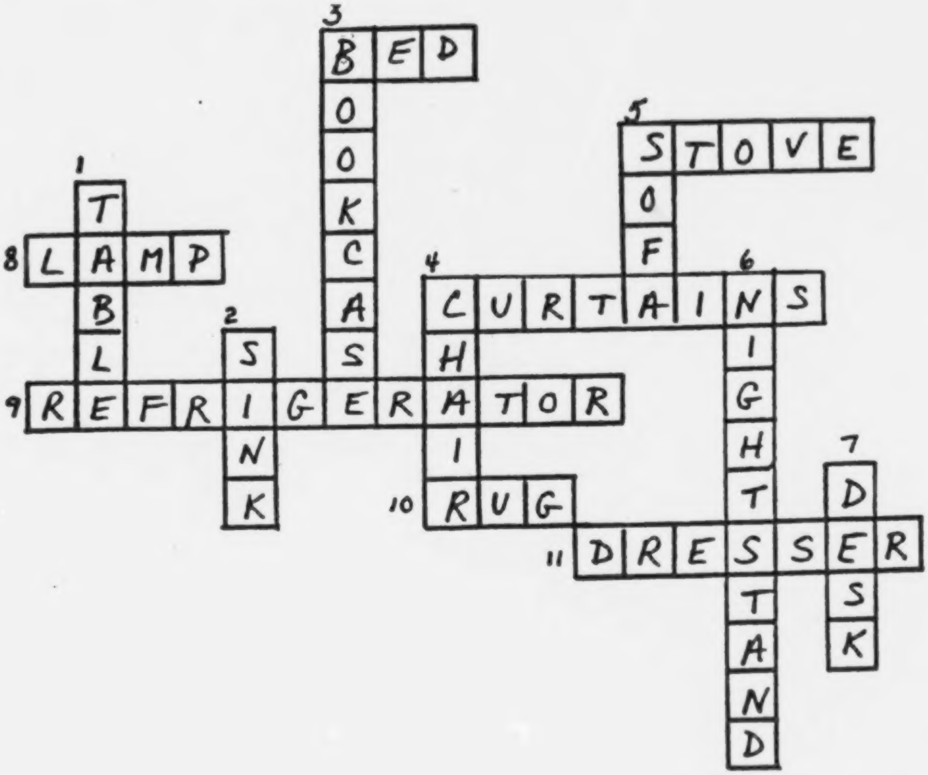
10
11

## CO-OPERATIVE CROSSWORD PUZZLE


1 TABLE
2 SINK
3 BED
3 BOOKCASES
4 CURTAINS
4 CHAIR
5 STOVE
5 SOFA
6 NIGHTSTAND
7 DESK
8 LAMP
9 REFRIGERATOR
10 RUG
11 DRESSER

# COMPETITIVE GAMES

Games have five basic characteristics, according to T.S. Rodgers: they are competitive, governed by rules, goal-defined, engaging in that they challenge the participants, and, last, they have closure or a predetermined point at which they are finished.

Games can create a sense of fun and healthy competition that stimulates natural and purposeful use of language. Games can be used as dynamic warm-ups, for team building, or simply to wake up a sleepy group and give them energy for the rest of the class period.

The following is a list of games available for tutors. You can also add your own games that you feel would be useful to this list. Please share them with other tutors and add the games to the list now:

Boggle
Pictionary Junior
Scattergories Junior
Basic Sight Word Bingo
U.S.A. Trivia
The Language Arts Box
Pictionary
Beginning Money Bingo
Scrabble
Upwords
Scrabble for Juniors
Sentence Game for Juniors

Add your own:

## EXERCISE 1: FAMOUS PEOPLE

**Affective Purpose**
To promote interaction among all members of the class.

**Linguistic Purposes**
To practice question/answer format (*Are you...? Yes, I am/No, I'm not; Were you...?*, etc.)
To use vocabulary related to historical and popular persons.

**Levels** Beginning to advanced

**Group Size** Total group

**Materials** Paper and pins

**Procedure**

1. As each student enters the classroom, pin the name of a famous person or character on his or her back. The name should be internationally recognized, not bound to U.S. culture, such as Albert Schweitzer, John F. Kennedy, Martin Luther King, Mickey Mouse, Snoopy, Garfield, Queen Elizabeth, Confucius, Marie Curie, or Plato.

2. Students are instructed to guess the name of the person on their back by asking one question of each student. Questions can be answered by either a "yes" or "no" followed by the appropriate phrase. (For example: "Is this person still alive?" "Yes, he is.") After the student receives an answer, he or she should move on and ask another student the next question.

3. The first person to guess his or her identity is the winner. After the winner has been announced, allow five more minutes for students to try to find out their identities.

## EXERCISE 2: MEMORY QUIZ

**Affective Purposes**

To use short-term memory.
To have fun with a simple game.

**Linguistic Purposes**

To stimulate recall of items in the target language.
To increase vocabulary.

**Levels** Beginning to advanced

**Group Size** Total group

**Materials** Tray of small items

**Procedure**

1. Before class, prepare a tray with 20 items that suit the level of English of the group and your purpose for the exercise. (For example, it the group has been studying vocabulary of food, you might include food items on the tray. If you just want to stimulate recall of general vocabulary, include items that are unrelated.) Cover the tray with a cloth.

2. Tell students that they will have one minute to look at the objects on the tray. They will then be asked to write down as many things as they can remember.

3. Move around the classroom, giving small groups of students one minute to observe the objects on the tray. Cover the tray as you move to the next group.

4. After all students have had a chance to see the objects, cover the tray and instruct them to write down as many items as they can remember. Ask for volunteer to read their lists. The winner is the student who has the most correct items written down.

## EXERCISE 3: SCAVENGER HUNT

**Affective Purposes**

To get students to speak to persons they may not know.
To immerse students in a task-oriented activity.

**Linguistic Purposes**

To practice introductions.
To practice question/answer format.
To practice expressions of gratitude.

**Levels** Beginning to advanced

**Group Size** Teams of 4-6 students each

**Materials** List of items to obtain

**Procedure**

1. After dividing the group into teams, give the teams a specific time period for completing their task and certain boundaries within which they will work (for example, within the school building or on Main Street from the drugstore to the antique shop). Instruct students to take turns asking for objects or information.

2. Then provide each team with the same list of objects to obtain. In order to promote language use, include items that must be asked for, not ones that are openly available.

Example list:

### College Scavenger Hunt

Find the following items or information:

1. A map of the library
2. A #67 bus schedule
3. An overseas postage stamp
4. The hours for open swimming
5. A college schedule of classes for next semester
6. Information about financial aid for international students
7. A list of exhibits scheduled for the art museum next month

8. Information abut who won the intramural volleyball competition
9. Information about when the play tryouts are scheduled
10. A list of new books in the library

Instructors and tutors will need to make their own scavenger hunt list to fit the environment and need of the students. If the area you are working in does not have many items for the students to investigate about, you may need to plant the items yourself.

## EXERCISE 4: WHO AM I?

**Affective Purposes**
To encourage using the imagination.
To work together as a group toward a solution.

**Linguistic Purposes**
To practice questions and statements in the first and third person.
To practice formulating appropriate questions and answers that help team members reach a solution.

**Levels** Beginning to advanced

**Group Size** Two teams

**Materials** Cards with names of famous persons

**Procedure**

1. Each team chooses a leader, who will answer questions from team members. Set a time limit within which the team must come up with an answer.

2. The first team chooses a card from a stack turned facedown. On the card is the name of a famous person. Team members ask the leader questions, that can be answered by "Yes, I am," "No, I'm not," or "I don't know." For example, the leader might choose a card with the name "Marie Curie" printed on it. A student on the team says, "Are you American?" The leader responds, "No, I'm not." The team member then asks, "Are you from Europe?" "Yes, I am," the leader says. Another team member asks, "Are you living?" "No, I'm not," the leader answers. The questions and answers continue.

3. If the team guesses the famous person within the time limit, it gets one point, and the other team draws a card and tries to guess. If the team does not guess correctly within the time allotted, the other team is given an opportunity to get the answer within the same time frame.

4. The team which has the highest number of correct guesses is the winner.

**Sample list of famous persons** Marie Curie, Abraham Lincoln, Christopher Columbus, Albert Schweitzer, Moses, Isaac Newton, Albert Einstein, George Washington, Jacqueline Kennedy, Marilyn Monroe, Martin Luther King, Tom Selleck, Anwar Sadat, Omar Sharif, Karl Marx, Ronald Reagan, John F. Kennedy.

**Variations** Use characters form stories or a novel that students have read as a class assignment. For lower-level students, change the game to What Am I? and work with common objects in the classroom or in a room of the house, food items, or whatever students have been working on to develop vocabulary.

## EXERCISE 5: DOUBLE OR QUITS

**Affective Purposes**

To develop a spirit of team cooperation.
To have fun competing with another team.

**Linguistic Purposes**

To develop a critical "ear" for mistakes in grammar.
To practice grammar points studied in class.

**Levels** Beginning to advanced

**Group Size** Dyads

**Materials** Sentences including grammar points studied in class, some sentences correct and others with errors; coins or play money.

**Procedure**

1. Explain to the dyads that they are going to compete in an oral grammar quiz. The aim of each pair is to win as much money as possible.

2. Tell the first pair that you are going to read a sentence that they will judge to be correct or incorrect. Then read the first sentence from the quiz sheet. (Remember that incorrect sentences should be read convincingly, so students cannot tell by the tone of your voice that something is wrong with the sentence.)

3. Ask, "Correct or incorrect?" Give the team time for a quick consultation (no more than 20 seconds on a timer). If they answer "Correct" and the sentence is correct, give them two coins. If they answer "Incorrect" and they are right, reply, "Please correct the sentence." If they make an accurate correction, give them five coins.

4. Now offer them the chance of "double or quits." If they choose to double, read them another sentence. If they answer incorrectly, they lose the money they have already won. If they answer correctly, they win the same prize money as they

won on the first sentence. If they choose to quit, move on and offer the second sentence to the second pair. Do not offer "double or quits" when a team has successfully answered their second question - turn to another team.

Try to work through the sentences at a fast pace, enforcing the 20 second rule by having a watch or timer in front of you.

## EXERCISE 6: YOU TEST US AND WE'LL TEST YOU

**Affective Purpose**
To develop a spirit of cooperation centered around a task.

**Linguistic Purposes**
To review grammar points, reading comprehension, or vocabulary being used in a particular class.
To practice writing clear specific questions.

**Levels** Beginning to advanced

**Group Size** Groups of 2-4 students each

**Materials** 3" x 5" lined note cards for questions

**Procedure**

1. Divide the class into an even number of groups (2-4 students each). Give each group a number designation and tell them to sit apart from the other groups.

2. Explain that each group will make up a test for another group. The test will include 10 questions about ___________ (the story they have just read, present perfect tense, passive voice, vocabulary, etc.). The questions will be in the form of ___________ (multiple choice, fill in the blank, short answer, etc.). Have examples of the types of questions from which they may choose on the chalkboard or posted around the room.

3. The finished test of 10 questions will be given to the other team. Team members may discuss all questions before choosing answers. Ten points will be given for each correct answer.

4. Announce that each group should begin by discussing what items they would like to include on the test. Allow about 10 minutes for discussion and assignment of question areas to specific team members. Allow another 10-15 minutes for team members to write questions and record each one on a note card. Circulate among groups to answer any questions about procedure or about test items.

5. When questions are completed, ask someone in the group to read aloud in order to check clarity and correctness. Also have the group provide answers. (Do not write the answers on the cards.)

6. Groups exchange cards and answer the set of questions by recording answers on a separate note card. Cards can be distributed individually to students for their consideration of questions and then discussed as a group with a recorder marking answers on a note card. Ten minutes can be allowed for answers.

## EXERCISE 7: TWENTY QUESTIONS

**Affective Purposes**

To encourage using the imagination.
To work together as a group toward a solution.

**Linguistic Purposes**

To practice asking questions and making statements in the first and third person.
To practice formulating appropriate questions and answers that help team members reach a solution.

**Levels** Beginning to advanced

**Group Size** Two teams of any number

**Materials** A set of cards marked with well-known persons, places, and things.

**Procedure**

1. Explain that the object of Twenty Questions is to correctly identify well-known people, places, and things by asking questions. Two teams will compete against each other. For example, a team member draws the top card, which says "I am a tomato." He tells his team, "I am a thing." Team members take turns asking questions, such as, "Are you in this room?" or "Are you something to eat?" The member holding the card answers each question by saying, "Yes, I am" or "No, I'm not."

2. The rules are as follows: Only 20 questions are allowed each team. If the first team does not get the answer, the second team can guess. If a team guesses the correct person, place, or thing before using up their 20 questions, they have a second turn with a new word. Each correct answer gives a team one point. The team with the most points wins the game.

3. Choose which team goes first by tossing a coin or rolling a die.

4. Begin play with the chosen team drawing a card. Keep score on the chalkboard with Team A and Team B listed.

**Twenty Questions Cards** Suggestions for persons, places, and things include Mickey Mouse, Santa Claus, Abraham Lincoln, George Washington, Adam, the teacher, Paris, New York, the Grand Canyon, the Sahara desert, a shopping center, the Atlantic Ocean, a candle, coffee, music, gold, fire, a mustache, a drum, an onion, fireworks, teeth, or the like.

**Variations** Teams can make cards for each other. The teacher should review these before play begins to determine if suggested persons, places, and things are appropriate for the game.

## EXERCISE 8: RUMORS

**Affective Purpose**

To illustrate distortions that sometimes occur when information is transmitted through several sources.

**Linguistic Purposes**

To practice repeating correctly what one has read or heard.
To use the past tense.
To use reported speech.

**Levels** Beginning to advanced

**Group Size** Two teams of 6-8 members each

**Materials** Two copies of the accident report, newsprint, felt-tip marker or chalkboard and chalk, accident report written on newsprint.

**Procedure**

1. Explain the meaning of Rumors, the title of the game (gossip; information of which the truth and source are unknown). Tell students that they will experience listening to a report of an accident, which they will then have to repeat to another person on their team. The last person on each team will be the detective who is investigating the accident. He will hear the final report and write down on newsprint what he has heard.

2. Divide the class into two teams, designating which person is the detective.

3. Arrange the teams on separate sides of the room with all but two team members waiting in one corner while the reporter and the person hearing the report are seated in chairs away from the group.

4. Give an accident report to the first member of each team and instruct them to go to the chairs designated for that team and sit down. The first member will read the accident report to the second member. The second person may only listen; he

or she may not take notes. At this point, the reader returns to the group but is cautioned not to share what he has read. The third group member goes to the chairs, sits down, and listens to the report of the second person.

5. This process is repeated until all team members but the last one have had the message transmitted to them. The last person is the detective, who has the report repeated to him or her. When both teams have finished, the detectives write their reports, so the total group can read them.

6. The teacher then reveals the original accident report written on newsprint. Students compare both detectives' reports and decide which is closest to the original. The team with the Detective Report that is closest to the original written report will be winner.

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### Sample Accident Report for Intermediate Level

On December 23, at 10:30 p.m., a red Ford truck was heading north on Highway 70, at approximately 60 miles per hour. When the truck reached slow-moving traffic, the driver braked and skidded on the icy road. The truck slid into the rear of a brown Toyota. The Toyota was totally wrecked and the driver, a 19-year-old woman, was injured. The driver of the truck, a 25-year-old man, suffered a broken leg and back injuries.

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F. Floyd Shoemaker
Interactive Techniques for the ESL Classroom
Newbury House

# Language Learning Games and Activities

Language learning games are excellent instructional tools—they reinforce the learning objectives for the class sessions and provide the change of pace so essential in a language lesson. When selecting a game or activity, keep in mind the cultural and physical constraints of your class. For instance, a class of quiet, matronly women may be unwilling to have pictures and names pinned to their backs. Members of a very small class may be too self-conscious to join a sing-along.

From this section you should be able to find some games and activities that will be appropriate for your class.

## 1

Cut two colors of paper into two sets of the same shapes: circles, triangles, squares, etc. As the students come into class, pin a shape on each person's back. Students are instructed to ask *yes* or *no* questions in order to find out the shape and color of their paper. They then find the other person who has the matching paper. After the person has been located, the students ask each other a set of questions that the teacher has written on the chalkboard. This can lead to a review of color and shape names or further pair practice.

## 2

Play a variation of number 1 using the names of sets such as salt and pepper, bread and butter, pencil and paper, or cup and saucer. The name of one member of the set is pinned on each student's back. Students circulate around the room asking *yes* or *no* questions to find out the name of the item. Then they locate the other member of the set. This can be followed by a pair activity—perhaps a questionnaire the students complete about their partners.

## 3

Instruct students to find one person who is similar in a prescribed way: a physical attribute (height, hair color), dress, number of children, or occupation. This can then lead to a discussion of differences and similarities.

## 4

Pin the name of another student on each student's back. One by one, the students turn around showing the other "who they are." They then ask *yes* or *no* questions to determine their identity. Be sure to include your own name in the game.

## 5

Adapt the children's game "I Spy" to the classroom. The teacher starts by saying, "I see something in this room that starts with ______ (a letter)." The students ask *yes* or *no* questions until the object is found. The successful student then assumes the role of the teacher.

## 6

Visit a place of common interest to expand students' vocabulary and expose them to places that could be useful—the drug store, the public library, or the fire station. This type of common experience can also serve as a springboard for other classroom examples and discussions.

## 7

Choose a half-hour television show the class can all watch. This should be a program with a straightforward story and limited linguistic subtlety that their children will also enjoy. Start discussion of the show with the basics—who are the characters? what are the relationships? what is the setting?—and continue on to the plot, cultural observations, and so forth.

## 8

Use flash cards in a variety of ways—for numbers, colors, letters of the alphabet, pictures, sets, and categories. Flash cards made from magazine pictures, particularly those that show a variety of ethnic groups, can be used again and again.

## 9

Read a series of five words to the class. Four of the words belong to a set, but the fifth word does not. For example: apple, orange, banana, *cucumber*, grapefruit; hand, arm, *pants*, chest, head. Students identify the word that does not belong to the set.

## 10

Write a sentence or a paragraph on a piece of light cardboard. Cut the sentence into words or the paragraph into sentences or phrases. Students arrange the pieces in the proper sequence. This task can be done by an individual, a pair, or a small group.

## 11

Adapt the childhood game "I Packed My Bag for Grandma's" to the classroom. The first person says, "I'm going on a trip, and I'm taking __________ (a suitcase, an umbrella, a book, etc.)." The second person says, "I'm going on a trip and I'm taking __________ and __________." Each person says all the items previously stated, then adds an additional item. The game can be modified by changing the lead-in: "Happiness is __________." "If I had a million dollars, I would __________." "I went to New York, and I saw __________."

## 12

Cut out cartoons or pictures without captions. Students hypothesize on the context of the situation and write the appropriate caption.

## 13

If you play the guitar or just like to sing, teach the students a song such as "Home on the Range," "Blowin' in the Wind," "Old MacDonald," or "She'll Be Comin' 'Round the Mountain." Spend some time talking about the setting of the song, the characters, and the special message. Students will understand the words better if they read them as well as hear them, so provide a printed copy of the words. Also, lyrics provide interesting examples of grammatical patterns.

## 14

Have a student choose a recipe that can be made in the United States and show the class, with an appropriate explanation, how to prepare the recipe. Suggest either food from home or American cooking the class can afford. After the demonstration, everyone can taste the food. The project could culminate in a complete meal prepared by the class for a special occasion.

## 15

Create an information chart about the class members to provide a realistic way to practice making different types of questions.

| Name | Country | Age | Married | Children | Height |
|---|---|---|---|---|---|
| Mary Stevens | U.S. | 42 | no | 0 | 5′7″ |
| Maria Gomez | Mexico | 34 | yes | 3 | 5′4″ |
| Suga Sato | Japan | 26 | yes | 1 | 5′2″ |

Students can use the chart for a variety of tasks. They can ask other class members *yes* or *no* questions. "Is Maria Gomez a doctor?" "Does Suga Sato have children?" Or, they can ask questions that begin with *who, what, where, how old*, or *how many*. "Where is Suga from?" "How many children does Maria have?" Finally, they can play "Who am I?" In this game, a student thinks of one name on the chart. The other students then ask questions to determine which name the student has selected. "Where do you live?" "Are you a doctor?" "How many children do you have?"

## 16

Build a chart for other types of information. For instance:

| Business | Days open | Opens | Closes |
|---|---|---|---|
| U.S. Bank | M-F | 9:00 am | 4:00 pm |
| Johnson's Department Store | M-Sat | 10:00 am | 9:00 pm |
| Carson's Drug Store | Every day | 8:00 am | 10:00 pm |
| Marshall's Restaurant | Tues-Sun | 11:30 am | 9:30 pm |

## 17

Ask students to draw what you describe to them. This is particularly helpful when practicing the use of prepositions. "Draw a tree on the left side of your paper. Draw another tree on the right side. Draw a straight line from the branches of one tree to the branches of the other tree. Draw a man on the line. Draw an umbrella in the man's hand. Under the trees, draw some flowers. Over one tree, draw the sun."

## 18

Have students practice using the telephone by calling places with recorded messages (such as a bus station, movie theater, or post office).

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Teaching English to Speakers of Other Languages
New Readers Press

## 1. TIC-TAC-VOCAB

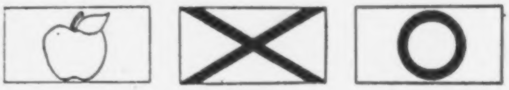
**OBJECTIVE:** To review and reinforce the use of vocabulary items (for Beginning classes) or to strengthen the ability to define words (for Intermediate and Advanced groups).

**LEVEL:** All

**MATERIALS NEEDED:** Overhead projector, one acetate with a large TIC-TAC-TOE grid on it.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |

Many (20 plus) pictures of known vocabulary items (nouns and verbs) drawn on pieces of clear acetate ( small enough to fit into the 9 positions on the grid, about 2" by 3" or 5 cm by 8 cm) and 9 each of X and O on acetate pieces of the same size.

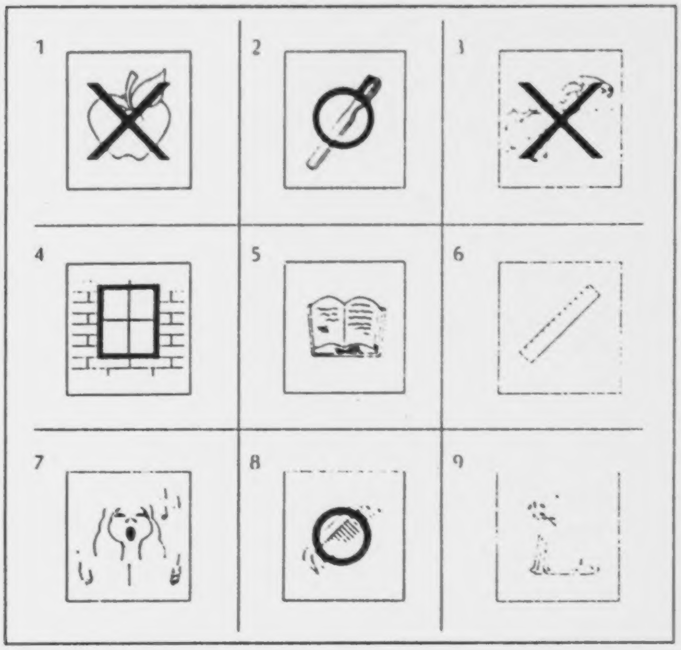


**DESCRIPTION:** A drawing is placed in each of the 9 positions of the grid. The group (of 20) is divided into 2 teams (Team X and Team O).

The first player chooses a position on the grid and names the word occupying that space, for example: "Number1. It's an apple." If correct, he puts his team's symbol (X or O) into that space. A player on the other team now tries to identify a word in any vacant position which will help his team occupy 3 positions in a row-vertically, horizontally, or diagonally. If a mistake is made, the position remains vacant until the word in it is correctly identified.

The first team to occupy 3 positions in a row wins!

Sample grid:



**ADAPTATION:** For intermediate and Advanced classes, simply identifying the word isn't enough. You have to name it and define it (size, color, shape, material, where it is found, how it is used, where it is done, etc.) For example: " A toothbrush is an instrument, usually made of plastic, with a handle about five inches long (13 cm) with bristles on one end, used with toothpaste to clean the teeth." "Swim is an action performed in water to propel oneself".

## 2. WORD SCRAMBLES

**OBJECTIVE:** To develop vocabulary and improve spelling ability.

**LEVEL:** All

**MATERIALS NEEDED:** A list of scrambled words, paper and pencils, overhead or blackboard optional.

**DESCRIPTION:** The students are presented a list of scrambled words on the blackboard, overhead, or paper, and are challenged to unscramble them. The first person, or team, to unscramble the entire list wins. The words, of course, are from known active and passive vocabulary. For example:

HYPAP OAPIN
POSA MECARA
SIFH

The length of the list depends on the time available and the interest level of the students.

**ADAPTATION:** The list can occasionally be restricted to a category such as occupations, world capitals, political leaders, or furniture.

## 3. WORD CALLING

**OBJECTIVE:** To increase speed of word recognition.

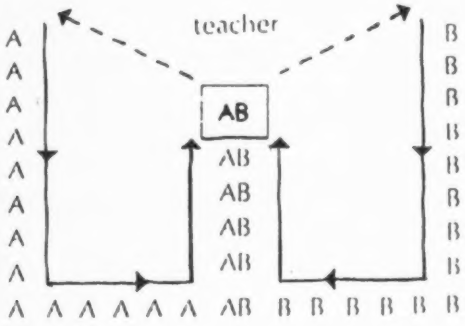
**LEVEL:** Beginners

**MATERIALS NEEDED:** Flashcards of familiar words; as many cards as there are students. One word per card.

**DESCRIPTION:** The class is divided into 2 teams (A and B). A flashcard is shown very quickly and briefly to one member of each team simultaneously. The first person to call out the word wins a point for his team. This continues down the ranks until each has had 2 turns.

**SUGGESTION:** This works more smoothly if each competitor is equidistant from the teacher as the flashcard is briskly displayed. The easiest method is to have each team line up on opposite sides of the room, curving into the center and up towards the teacher.

Example:



The teacher is the judge whose decision is final. Questioning the judge's decision will cost your team 5 points.

## 4. PREPOSITIONAL PICTURES

**OBJECTIVE:** To reinforce the use of prepositions of place.

**LEVEL:** Beginners

**DESCRIPTION:** The teacher describes a scene to the class who draw what is being described. For example:

> "In the center of the page, there is a house. There is a chimney on the left side of the roof, and a window on the right side of the house. In the upper right hand corner of the page, there is a cloud. There is a tall tree to the left of the house, and a sidewalk in front. A small dog is standing on the grass, to the right of the sidewalk. He has a big bone in his mouth..."

**SUGGESTION:** After I have dictated 10 to 15 details, I divide the class into groups of 5 to 7 players, and each player takes a turn dictating 2 additional details which the others in his group draw. Then, each in turn asks 2 questions about the picture. For example:

> "Where is the dog? What is in the tree?

This gives each student a chance to speak during the game.

## 5. WHERE IS IT?

**OBJECTIVE:** To reinforce the use of IT IS in the interrogative, negative, and affirmative; and to reinforce the use of prepositions.

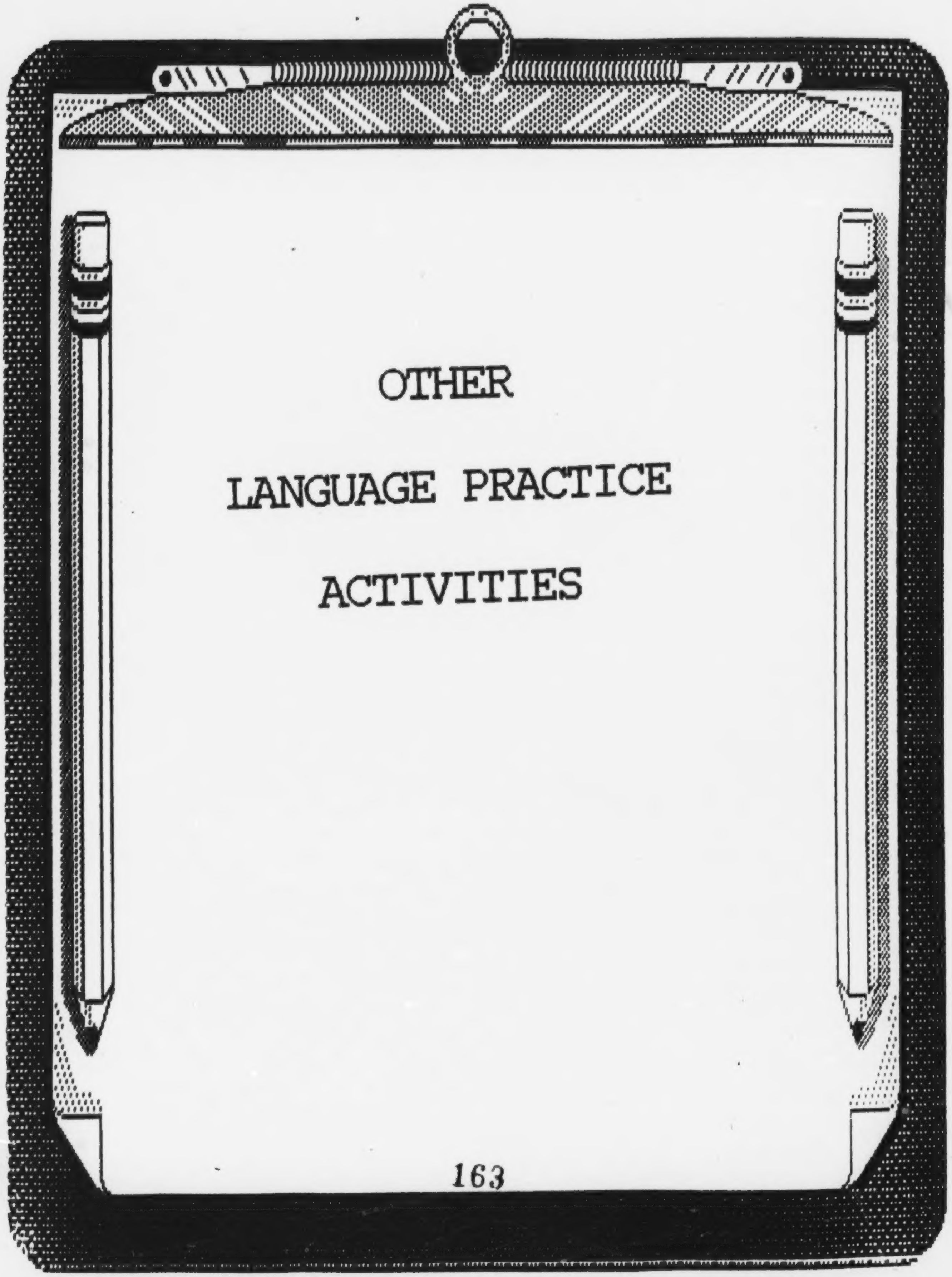
**MATERIALS NEEDED:** A small object, such as a coin, a button or a paper clip.

**DESCRIPTION:** A student leaves the room while the class hides the small object. When he returns, he tries to find where it is hidden by asking a few students questions like:

> "Is it under the desk, Rob?"
> "No, it isn't under the desk."
>
> "Is it in your shoe, Jackie?"
> "No, it isn't in my shoe."
>
> "Is it behind the door, Gary?"
> "Yes, it is behind the door."

If the object has not been found by the time a limited number of questions have been posed, the guesser is told its location and a new guesser is chosen for a new round.

**SUGGESTION:** I usually limit the number of questions to one-half the number of students in the class, or 20 maximum.



# OTHER

# LANGUAGE PRACTICE

# ACTIVITIES

# INTRODUCTION

Reading, listening, and language drills are some of the main focuses when teaching English as a Second Language. Reading activities include: sight word reading, language experience reading, and duet reading. Listening comprehension and some additional language drills are provided. Remember to use gestures when covering language drills and they are fun to do with 2 or more students.

There are several books available to you on these topics and they are listed in the Annotated Bibliography.

Use these activities, the books, or develop some of your own activities to enforce these three areas of instruction. Remember to always consult with the instructor for any guidance.

## Sight Word Reading Activity

1. Make the following flash cards: CITY, STATE, ZIP CODE. Also make flash cards for the city, state, and zip code of your school. Write in uppercase letters.
2. Write the name and address of your school on the board. Include the city, state, and zip code.
3. Point to the name of the school and say, "The name of our school is _____." Have students repeat the name of the school several times, chorally and individually.
4. Point to the building number and street name and read. Have the students repeat chorally and individually.
5. Point to the city on the board and say, "The name of our city is _____." Say "city" several times. Have the students repeat "city" chorally and individually.
6. Hold up the CITY card and say, "This word is "city."
7. As you hold up the CITY card, point to the city name on the board. Say, "The name of our city is _____."
8. Hold up the flash card with your city name on it and say, "This word is (city name)." Have students repeat the city name chorally and individually. Point to both flash cards and say "city" and "(the city name)" several times. Have the students repeat chorally and individually as you point to one card or the other.
9. Point to the state on the board and say, "The name of our state is _____." Say "state" several times. Have the students repeat "state" chorally and individually.
10. Hold up the STATE card and say, "This word is state."
11. As you hold up the STATE card, point to the state name on the board. Say, "The name of our state is _____."
12. Hold up the card with your state name on it and say, "This word is (state name)." Have the students repeat the state name chorally and individually. Point to both flash cards and say "state" and "(the state name)" several times. Have the students repeat chorally and individually as you point to one card or the other.
13. Point to the zip code on the board and say, "Our zip code is (numbers)." Say "zip code" several times. Have the students repeat "zip code" chorally and individually.
14. Hold up the ZIP CODE card and say, "These words are zip code."

(From ACCESS: Fundamentals of Literacy and Communication, Teacher's Guide. Englewood Cliffs, NJ: Prentice Hall Regents, 1989.)

15. As you hold up the ZIP CODE card, point to the zip code on the board. Say, "Our zip code is (numbers)."

16. Hold up the card with the zip code on it and say, "This is our zip code." Point to both flash cards and repeat "zip code" and "(zip code numbers)." Have the students repeat chorally and individually.

17. Give students the CITY, STATE, and ZIP CODE cards.

18. Hold up the (city name) card and read the name. The student with the CITY card should hold it up and say "city."

19. Hold up the (state name) card and read the name. The student with the STATE card should hold it up and say "state."

20. Hold up the (zip code number) card and read the numbers. The student with the ZIP CODE card should hold it up and say "zip code."

## LANGUAGE EXPERIENCE STORIES

A language experience story is developed from a shared experience by the learners. During the introductory parts of the lesson, learners may indicate an unusual experience that has happened to them. The teacher then asks the learners to tell the story. The teacher writes the story on the chalkboard, being careful to use only the vocabulary of the learners. Structure may be supplied, but otherwise the story is exactly as the learners tell it. A language experience story can be as short as two sentences. The story is then read aloud by the class. They may copy it for inclusion in an "Our Stories" book for future reading practice. The experience story may be used as a basis for word attack skill practice at a future time.

### Steps in Teaching the Experience Story

1. A picture or shared experience is selected by the student as a basis for the story.

2. The student tells the teacher the story.

3. Write the story in manuscript exactly as the student tells it. Do not supply new vocabulary. Do help with structure. (Make a carbon copy of the story.)

4. Read the entire story to the student, pointing to individual words. Remember precision in pointing is very important.

5. Reread a sentence, pointing to the words. Then the student reads the sentence, pointing to the words. Do this until the entire story has been read.

6. Pick out the meaningful words in the story. You may wish to underline these words.

7. Write a word card (3x5 card, quartered) for each of the words selected.

8. Teach these words as sight words.

9. The student matches his word cards with duplicates in the story, reading each word.

10. You or the student mixes the cards, and the student reads word cards independently. If he has trouble, he may match the word cards again with the story until he knows several of them. Be satisfied with a reasonable number of words learned, depending on the student's ability and learning pace.

11. If all goes well, make word cards for the remaining words in the story. If the lesson has not gone smoothly, limit the teaching of words to those few that were first chosen.

12. The student may take his story (the original copy) and the word cards home with him for practice.

13. Type the story and duplicate it (double-spaced) for the students to read next time, or carefully write it in manuscript if no typewriter is available. Make up a set of word cards for yourself with all the words in the story.

14. These cards may become a part of the student's vocabulary card-pack, to be reviewed at your discretion.

15. The typed story may become the beginning of the student's own book.

16. Phrase cards for frequently occurring word combinations may be prepared based on later experience stories, such as "I will go," "it is," "we are," "up there."

## Steps in the Language Experience Approach

1. **Initiate** a conversation — that will provide the basic experience upon which the balance of the lesson will be based.
2. **Record** the experience — on a chalkboard or newsprint pad/easel — have the learners do this if at all possible. The tutor should do this if the learners are of minimal fluency or have very limited literacy skills with the Roman alphabet that English uses.
3. **Read** the story as recorded — several times as a group. This is layering experience with the sound/symbol word relationships in English in the context of a connected piece of writing.
4. **Discuss** the story — the meaning of individual words, the context of the whole story, details related to previous stories — all the while eliciting conversation from the learners.
5. **Read** the story again — as a group, then with individuals reading parts (or locating particular words).
6. **Elaborate** through discussion — by underlining or circling selected words, by copying selected phrases or words, and by asking each other comprehension questions that can be answered from information in the story.

   During the discussion of the story, the tutor can lead the group in a discussion of particular grammar or vocabulary points as they are evidenced in the story. (Past tense forms, the use of capitals, etc.)
7. **Write** — individuals can be given the option of copying the story and asking clarification questions during their writing. Some learners may wish to copy vocabulary words or phrases into a notebook or onto cards for practice.

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## DUET READING RULES

1. The student and the tutor read together in unison.
2. The tutor has the lead voice which sets the pace.
3. As both read together, the student will drop out on words he/she can't read.
4. However, The student will still hear those words-allows comprehension even though he/she can't read all of the material.
5. Hearing unknown words reinforce the student's visual memory of words.
6. Select something 2 levels above the tested level.
7. The material should be something of interest to the student.
8. It's important for the tutor to use expression and punctuation in reading.
9. The exercise challenges the student to keep up and gives exercise to his/her eye to read ahead.
10. Ask comprehension questions at the end.
11. Occasionally read to the student while the student follows silently and then ask comprehension questions.

# Interactive Strategies

**Strategies** to involve learners with each other and with the written story:

1. Encourage learners to ask each other clarification questions from the story ("What do you mean?" "Why did you do...").
2. Working in pairs, one learner dictates the story, or portions of it, to another learner.
3. After several sessions, collect the typed versions of the stories together and have learners work with each other in reading them.
4. Invite learners to formulate and ask follow-up questions to the story (in answer to: "What more do you want to know about what happened in X's story?").
5. Have the group work together to suggest several titles for the story, and then discuss which fits the best.
6. Learners create fill-in-the-blank (Cloze) exercises for each other when they copy the story and leave out words for the others to fill in.

Remember, the primary purpose of LEA with Conversational English learners is to provide a focus of interest to the learners. It is this topic around which they will develop their expression of critical thinking skills, sequencing and analyzing, and, first and foremost, their listening/speaking skills, while at the same time being exposed to the connection of listening/speaking to reading/writing. The focus is on communicating meaning to others while comprehending what is being expressed.

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# Listening Comprehension/Oral Fluency

This is a practical way of building listening comprehension and oral fluency for those Conversational English learners who read and write English well but who have problems understanding and pronouncing spoken English.

1. Select a new, as yet unread text that is written at the *listening* level of your learner(s). It probably will be below their reading levels. This could be a story, an essay, a magazine article or a news story.

LISTEN:

2. Set the context by leading an oral review of the topic using a picture, or the title of the article or story as a prop.

3. Read aloud the story (simple, medium or advanced depending on the listening level of the learners). Read paragraph by paragraph unless the learners can comprehend more lengthy materials. Have the learners listen without having the written text before them. Remember, they have NOT read this material.

4. After each paragraph, review new vocabulary by asking the learners if there are any words they are unsure of. Reread the sentences containing the words that they have identified. Elicit an educated guess or prediction from the context by asking learners what they think the word might mean. Encourage them to discuss this in English among themselves.

SPEAK:

5. Read the same paragraph aloud again, this time phrase by phrase or sentence by sentence (as a model for pronunciation), having the learners repeat aloud each phrase or sentence.

6. Have the learners, individually, tell in their own words what they heard in the paragraph read (paraphrasing).

7. Continue the above procedure, paragraph by paragraph (or an entire section or chapter if the learners are advanced) to the end of the article, story, or text.

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READ:

8. Give the learners a typed copy of the same text that was read aloud to them, and ask them to read the story silently.

SPEAK:

9. Have the entire group read aloud chorally, paragraph by paragraph, the entire story or text. Individuals may then be asked to volunteer to read a paragraph until the whole text is read.

10. Discussion — Ask questions or ask for opinions. Critical thinking questions could be "Why do you think the author said...?" or "What do you think would have happened if (change the story)...?" You can also encourage discussion by asking "Why do you think he did what he did?" or "What will happen as a result?" (predicting).

WRITE:

11. Home practice — Have learners restate (paraphrase) the story's or text's content in writing, or write on an idea or opinion brought up by the group's discussion of the materials.

You have opportunities to check for comprehension and pronunciation during the lesson. But, you can check for spelling, grammar, and punctuation in the home practice.

When introducing new materials, the sequence of: Listen, Speak, Read, Write should be followed. This is especially important for those who have mastered reading and writing skills, yet need help in understanding and producing spoken English.

(Handout developed by **Ruth J. Colvin**)

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# Steps of a Transformation Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor models sentence (for example, positive statement).
3. Learners repeat (chorally and/or individually).
4. Tutor models transformation (see list of common transformations below).
5. Learners repeat (chorally and/or individually).
6. Tutor models sentence from #2.
7. Learners repeat.
8. Tutor cues transformation visually (for example, shake head for negative or use flash card with "?" for a question).
9. Learners respond with sentence that has been transformed.
10. Repeat #2 - #9 as needed.
11. Learner-to-learner practice.

**VARIATIONS:**

- Commonly used transformations include:
  - positive to negative statement
  - negative to positive statement
  - positive statement to question (yes/no question, who, what, where, when, tag questions -- "He's sick, isn't he?")
  - change in verb tense
  - change in subject of the sentence
  - change noun to pronoun
  - change from active to passive voice ("John built the house." to "The house was built by John.")

- To create learner-generated transformations, ask your learners how they could change a sentence/question, keeping the same verb; have them help each other to make the transformation correctly; then, have your learners make the same transformation with other sentences.

- For intermediate to advanced learners, have them create a story from a picture in the present tense; have them change the story to the future and/or to the past tense.

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# Steps of a Response Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor models sentence (answer to question).
3. Learners repeat (chorally and/or individually).
4. Tutor asks question (showing visual cue for answer).
5. Learners answer (chorally and/or individually).
6. Repeat #2 - #5 as needed.
7. Learner-to-learner practice.

**VARIATIONS:**

- Have your learners generate, as a group, questions related to a particular topic, situation, or survival skill area; write the questions on the board; learners can then practice questions and answers in pairs.

- Total Physical Response (TPR) activities:
  1. In a manner similar to the colored paper activity on the video, use real items and commands that your learners may need to use or may encounter (i.e., "Please close the door." "Please open the window." "Please pass the sugar." "Give John a few dollars." "Could I borrow a pencil?" "Could I have change for a dollar?" "Please get my brown jacket." "Please sit down." "Come here.").
  2. Have a learner give a command, and another learner respond with the appropriate action.

- Tape questions spoken at a natural rate of speaking; have learners listen, understand and respond as quickly as possible.

- If you use long answers in the response drill, also practice short answers ("Yes, it is." "No, I can't.", etc.).

- Practice common job interview questions and questions often asked by medical personnel. Vary the way in which the questions are asked slightly, recognizing that not all people pose questions in exactly the same way.

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# Steps of a Substitution Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor models sentence.
3. Learners repeat (chorally and/or individually).
4. Tutor models word to be substituted.
5. Learners repeat sentence making substitution (chorally and/ or individually).
6. Repeat #4 - #5 as needed.
7. Tutor cues without verbal modeling (visual cue/prop only).
8. Learners respond (chorally and/or individually).
9. Learner-to-learner practice.

**VARIATIONS:**

- A multiple-slot substitution drill involves substitutions in two different parts of a sentence; learners must decide in which slot a particular word should be placed (i.e. I saw my friend at the bank yesterday.).

- Generate from your learners words that could be substituted:
  1. For beginning and intermediate level learners, just one word in the sentence (Tomorrow, I'm going to the ____. This could be expanded to: Tomorrow, I'm going to the ________ to buy a/some_______.).

  2. For more advanced learners, have them complete a sentence (Yesterday, I wanted to __________, but my husband/wife/friend wanted to ______________________. So, we _____________.). A discussion could follow related to how decision-making happens in the learners' families/cultures.

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# Steps of a Repetition Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor introduces prop, models the word, cues learners to listen.
3. Tutor models the word again, cues learners to repeat.
4. Learners repeat (chorally and/or individually).
5. Tutor cues without verbal modeling (visual cue/prop only).
6. Learners respond (chorally and/or individually).
7. Repeat #2 - #6 with new words as needed (also integrating previously practiced words, cuing with visual cue/prop only).
8. Learner-to-learner practice.

**VARIATIONS:**

- Have the learners generate sentences from looking at pictures; tutor then says sentences and has learners repeat (chorally and individually).

- Have learners repeat sentences (chorally and individually) from listening to a tape of someone else speaking (in order to get your learners used to listening to a variety of speakers).

- Have more advanced learners repeat long, compound/complex sentences quickly and with the correct intonation.

- Backward buildup - When learners are having difficulty, have them repeat phrases of a sentence after you. Begin with the last phrase in the sentence; add phrases until the sentence is complete.

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# Steps of a Box Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor reads boxes in varying order (pointing to the subject of the sentence, the action verb, and the time cue as you are reading). This step is to be sure that learners understand how to "read" a box.
3. Tutor says a sentence (not pointing) and learners respond by identifying correct item in box (pointing or responding with the number of the box).
4. Tutor says a sentence and learners repeat (chorally and/or individually) with pointing if needed.
5. Tutor points to boxes in varying order without saying sentence and learners say sentence (individually followed by choral repetition if necessary).
6. Repeat #3 - #5 as needed.
7. Tutor points to boxes and changes statements to questions. Learners "read" (chorally and/or individually). Other changes may be to negative statements, changes in verb tense, or changes in subject.
8. Learners answer questions with short or long answers.
9. Learner-to-learner practice.

**VARIATIONS:**

- Practice transforming sentences from positive to negative (put "X" in boxes); from singular to plural, from one verb tense to another, and from statements to questions.

- Practice using different pronunciation contrasts.

- Add boxes to the side or bottom to increase the number of sentences that are being worked with; have your learners create boxes to add.

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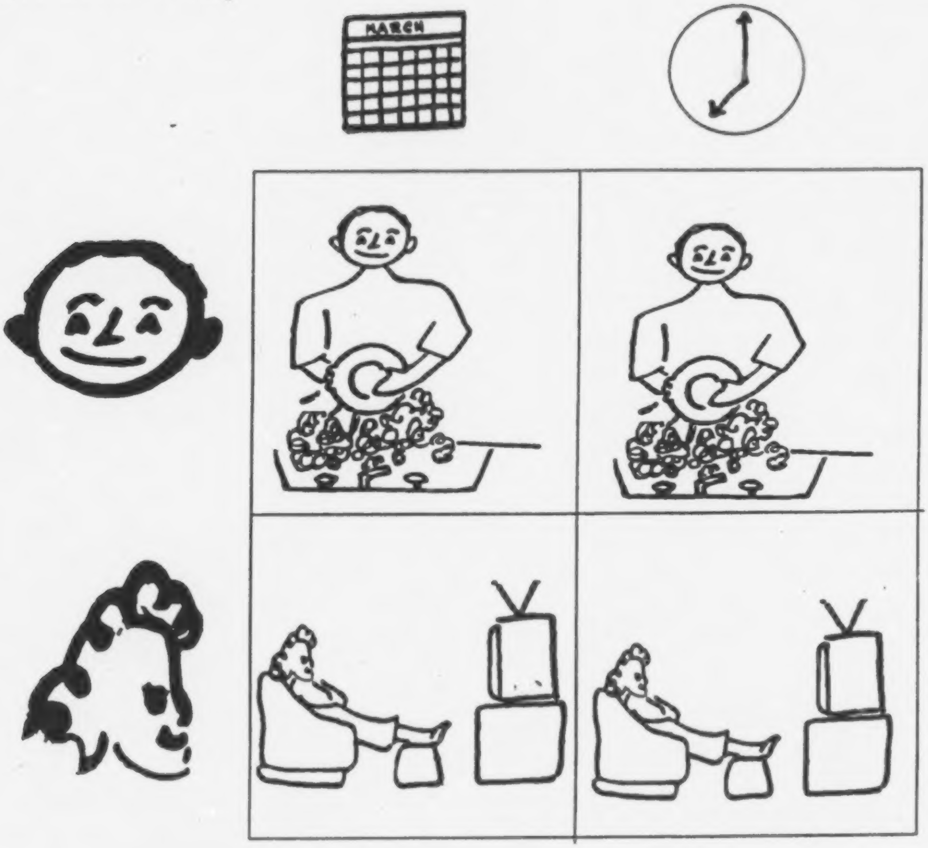
# Box Drill Key



## Basic Sentences

1. Alexander washes the dishes every night.
2. Alexander is washing the dishes now.
3. Susan watches TV every night.
4. Susan is wacthing TV now.

## Transformations

**Questions** (examples)

"?" — Is Alexander washing the dishes?
"WHO?" — Who watches TV every night?
"WHAT?" — What is Susan doing right now?
"WHEN?" — When does Alexander wash the dishes?

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**Verb Tenses**

Remove "clock." Write "yesterday" or "tomorrow" to practice with different verb tenses. Practice sentences, questions, short and long answers.

**Subject**

Add another face next to Susan's to practice sentences with plural subject.

Change the names to the learners' name. When asked directly, learners respond with "I ..."

**Negative**

Put an "X" in each box. Practice negative sentences.

## Expansion

Tutor and/or learners can add boxes to the right or to the bottom to practice with more sentences.

## Discussion

Pose questions based on the content of the box to facilitate the learners' discussion. Use this discussion to check on their learning (can they apply the sentences they have been practicing to freer conversation?)

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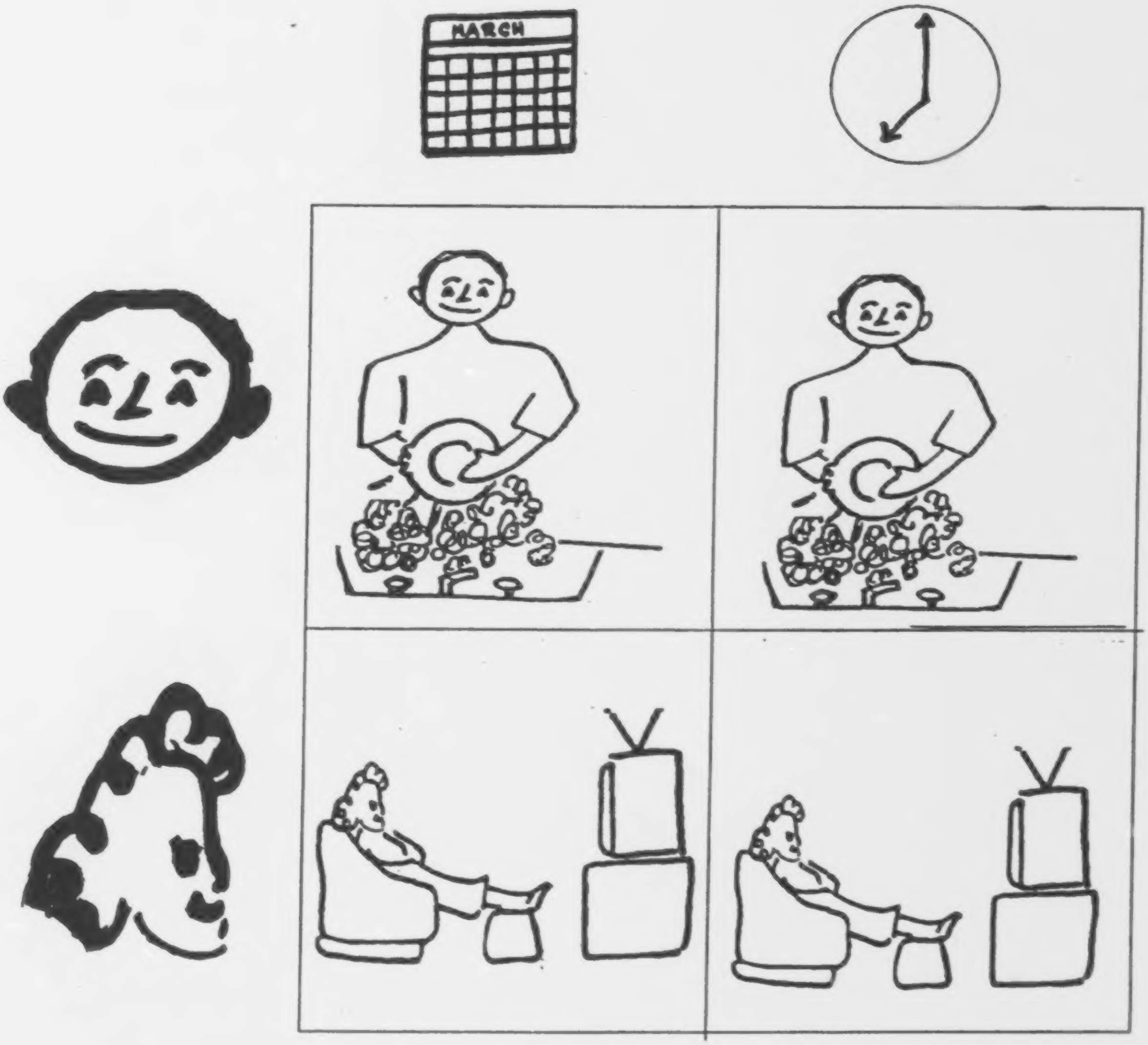
# Box Drill Practice



is? does? who? what? when?

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## WRITING ACTIVITIES INTRODUCTION

Many Instructional Aides are afraid to have students write, but this is an important language building activity. Journals have been found to provide a formal structure for this kind of activity.

The thing to do with journal writing is to offer writing ideas to give students a boost beyond that dreaded blank page. Encourage and accept the student's writing and progress. Don't worry about spelling and punctuation rules right away. Don't discourage new writers of English with pressure to "obey the rules". Then sit down and write, too. The students will see that the assignment is worthwhile.

At the end of class, take turns reading aloud from the journals (give the student the option of reading aloud). Be patient with student's stumbling and always be attentive and encouraging. Then comment on each piece, comparing it with the author's past work and noting his/her progress.

If writing is still confusing to a student, hold off using these writing lessons. Use the language experience method instead in the Other Language Practice Activities section. In that method, the Instructional Aide writes down the words that the student dictates. You may also refer to the Unfinished Sentences Activity in the Warm-Ups and Mixers section.

## JOURNAL IDEAS

-Describe a holiday tradition in your country.

-Explain something you have learned in a class you are taking or teach something that you know to another person.

-Describe an event in the history of your country.

-Describe a familiar place to a person who has never been there.

## STORY STARTERS

I grew up in .....

My childhood home was .....

I miss my country because .....

If I could ever learn to ....., I would .....

This time next year I want to be .....

A problem in my country is .....

English is difficult because .....

A funny thing happened to me when I .....

I really enjoy .....

I need to remember to .....

I can tell you how to .....

I feel ..... today because .....

My work gives me satisfaction when I .....

I have always wanted to .....

The strangest thing that ever happened to me is .....

The old folks used to tell us .....

One thing I like about Pennsylvania is .....

My favorite state in the U.S. is ..... because .....

Pittsburgh is an interesting city because .....

I really enjoyed the story about .....

One thing I would like to change in my house is .....

## SENTENCE COMPLETIONS

---

This is a good introductory exercise. Your student's first writing experience should be involving brief, and easy to understand.

Instructions:

Say to your student:

"I'm going to give you the first two words of a sentence. Finish the sentence however you want to. Copy these two words: *I always*." (Or use any of the sentence starters listed below.)

"Now make up the rest of the sentence yourself. Remember that you are writing about yourself."

If the student is still reluctant, write the first two words of the sentence for him.

Other sentence starters:

I never
I remember
I can
I wish
I hope
I hate
I miss
I believe

## HOW TO

---

The "how to" exercise gives the student a chance to teach others. This opportunity is an important reminder to the student that he has knowledge and skills to share with others.

Writing instructions is a very useful skill. The writer must organize his thoughts into a logical order and present the instructions clearly and simply as possible. Writing instructions is a skill that can be improved with practice.

Instructions:

Say to your student:

"Think of something you know how to do and could explain clearly. It might be a recipe, or instructions on how to change a tire or fix a leaky faucet, or directions for getting somewhere or doing the latest dance.

"Write a step-by-step set of instructions to guide someone through the task. Remember that the person you are explaining it to has no idea how it's done. So make the instructions simple and clear. Put the steps in logical order, and number them if you think that would help. Define words if you need to."

Example Student Writing:

How to Cook a Jamaican Dish That is Called Rice and Peas

You can use any kind of peas.

1. Wash the peas in cold water.
2. Put them into a pot on the stove; let them cook until tender.
3. Put in onions, a little butter, salt, and pepper.
4. Then wash the rice, put the rice into the peas, turn the stove low, and cover the pot until it is finished cooking.

Then serve. It can be served with chicken or roast beef or with stew. It is very nice.

## SET THE TABLE

---

Try to bring a restaurant menu, cookbook, or magazine with a section on menu planning to this lesson. It will help the student to see a large meal divided into courses.

Instructions:

After looking together at the material on menus that you've brought, say to your student:

"Dream up what would be a terrific dinner for you, with all of your favorite dishes. Have an appetizer, soup, entree (main dish), dessert, and beverage. After you've planned your menu, describe each food to make it sound irresistibly delicious. Try not to drool on the paper; the ink will run!"

## ADVERTISEMENT

---

We are bombarded with advertising on television and radio and in newspapers and magazines. Here's a chance for students to have some fun and, at the same time, use their powers of observation and description.

Instructions:

Bring to class a simple, common object. Put the object in front of your student.

Say to your student:

"Write an ad for (name the object). The ad should make your readers want to rush right out to buy the product because it's the best thing to come along in years. Make up a price for the product, too. Be as silly and farfetched in this ad as you want. Just sell that product."

## MY PERFECT DAY

This lesson draws on your student's store of daydreams and fantasies. I hope it will convince your student that writing can be a source of true entertainment.

Instructions:

Say to your student:

"What would a perfect day be like for you? How would you spend the day? Let your imagination go. Where would you be? Would you share your day with anyone? Who would share it with? Think about these questions. Then write about your perfect day."

## CONTRASTS

This lesson challenges the writer to look beyond the cliches about beauty and ugliness.

Instructions:

Say to your student:

"We're going to be thinking about what is beautiful and what is ugly and what can be both beautiful and ugly. I'm going to read part of a sentence to you. Write it down. Where I say 'blank', leave room to write your own words. ____________ is beautiful, but when ____________, it is ugly.

Here's an example: *A lake is beautiful, but when it is polluted, it is ugly.*

If a student still doesn't understand, ask questions like these: *Is a baby always beautiful? When is it not beautiful?*

Allow time for your student to complete the sentence. Then ask her to do this second part. Say:

"Now let's think about ugliness. Write down these words. Leave room where I say 'blank': _______________ *is ugly, but when* _______________ *it is beautiful [or, it becomes beautiful].*

Here are some examples: *A stray dog on the street looks ugly, but if someone loved and cared for it, it could become beautiful. A pile of rocks is ugly, but if the rocks are used to build a wall, they can become beautiful.*

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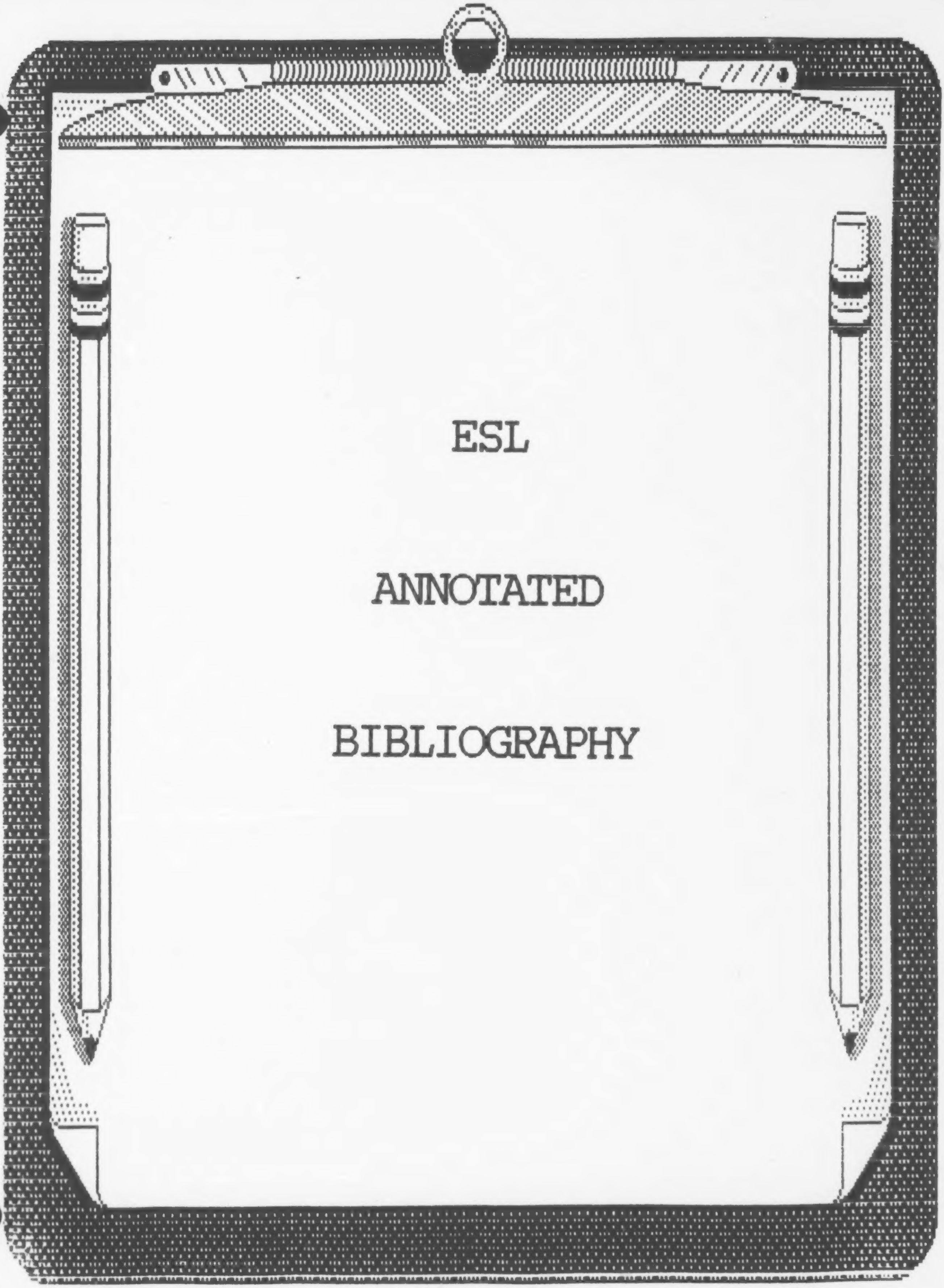
I Wish I Could Write
New Readers Press



# ESL

# ANNOTATED

# BIBLIOGRAPHY

# ESL ANNOTATED BIBLIOGRAPHY

## PICTURES

Beal, Kathleen Kelly. *Speaking of Pictures: Book 2*. Austin TX: Steck-Vaughn Company, 1981.
Beginner level. Teacher's edition. The pictures in this program depict real-life situations which almost all people in this country face at one time or another. The use of these pictures gives students a working knowledge of the basic survival skills they need to function adequately, independently, effectively, and comfortably within the English language.

Beal, Kathleen Kelly. *Speaking of Pictures: Book 3.* Austin, TX: Steck-Vaughn Company, 1981.
Beginner level. This book is similar to the one described above. Teacher's edition included.

Boggs, Ralph; Dixson, Robert. *English Step by Step With Pictures.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1991.
Intermediate level book that stems from the ease with which the instructor can pass on essential grammar and vocabulary to the learner. Contains 45 lessons that present a series of simple, graduated steps designed to give the student maximum sense of accomplishment.

Boggs, Ralph; Dixson, Robert. *English Step by Step With Pictures Workbook.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1991.
This workbook allows the students additional practice in the essential structures and vocabulary of English.

Boyd, John R.; Boyd, Mary Ann. *Before Book One.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1982.
Pre-beginner level. Teacher's Manual included. This book has no words, only numbers and pictures. Ideal for the beginning student who needs more practice in listening skills.

Frankel, Irene. *The New Oxford Picture Dictionary Teacher's Guide.* New York: Oxford University Press, 1988.
This book is a collection of pictures organized into 85 topical units, such as the family, the supermarket, and public transportation. A picture dictionary, with its clearly labeled illustrations, provides the teacher with the means to present a vocabulary item without ambiguity or the need for translation.

Heyer, Sandra. *Picture Stories for Beginning Communication.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1989.
This is a supplemental text for secondary and adult learners of ESL at beginning, low-intermediate, and intermediate levels. In each unit of the text a joke provides the framework for six exercises in listening, reading, speaking, and writing. Following are some suggestions for using the exercises.

Parnwell, E.C. The New Oxford Picture Dictionary. New York: Oxford University Press, 1988.
This book contextually illustrates over 2,400 vocabulary words on 102 pages of full color. The book is a unique language learning tool for students of English. It provides students with a glance at American lifestyle, as well as a compendium of useful vocabulary.

Sanabria, Kim. A Picture's Worth a Thousand Words: A Vocabulary Book. Englewood Cliffs, N.J.: Prentice Hall Regents, 1988.
Beginning level. Part I of this book is a series of games. Part II covers a selection of the most important words used in the games, and is divided into the following topics: adjectives, animals, body, clothes, earth, weather, seasons, family, food, house, leisure, places and travel, verbs, and work and study.

Schimpff, Jill Wagner. The New Oxford Picture Dictionary Intermediate Workbook. New York: Oxford University Press, 1988.
Intermediate level. It follows a page-by-page format to provide immediate reinforcement of the vocabulary presented in the Dictionary. Each unit can be used for both written and oral practice of the Dictionary Vocabulary. Each exercise is coded to indicate its level of difficulty. Graphs, charts, and illustrations expand the exercises in a variety of ways.

Zevin, Patricia E. The New Oxford Picture Dictionary Beginner's Workbook. New York: Oxford University Press, 1988.
Beginner level. This workbook accompanies The New Oxford Picture Dictionary. Each exercise has clear, simple instructions, and many exercises have examples so that they are easy for students to follow. Skills such as alphabetizing, categorizing, and labeling are developed. Fun activities, such as word searches and crossword puzzles, are also included.

## READING

Beal, Kathleen Kelley. Entry to English: Book 1. Austin, TX: Steck-Vaughn Company, 1982.
Beginner level. Teacher's Manual included. This book focuses on number and alphabet skills, especially helpful for students who are illiterate in their own language or who come from a non-romantic language (i.e. Arabic, Japanese, etc.).

Beal, Kathleen Kelley. Entry to English: Book 2. Austin, TX: Steck-Vaughn Company, 1982.
Beginning level. Focuses on beginning reading skills; incorporates listening skills into most lessons. Topics: introduction, money, counting, emergency vocabulary, signs, beginning sounds.

Church, Mary Mitchell; Hyzer, Kessia Harrison; Niedermeier, Ann Marie. *A New Beginning: An ESL Reader.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1988. Advanced beginner to low intermediate level. This book features lively reading passages based on the experiences of an immigrant family recently arrived in the United States. These readings are intended to stimulate student interest, expand communicative vocabulary, and enhance cultural knowledge.

Keefe, Donald; Meyer, Valerie. *Read it! A New Approach for Adult Readers.* Glenview, Ill: Lifelong Learning Books, 1991. Beginner level. This is an interactive book, in which beginning readers provide much of the reading material. Each unit of the book is based on a theme that is part of the experience of almost all learners: fast foods, store foods, shopping, body care, and transportation.

Liddle, William. *Reading For Concepts: Book D.* New York: Phoenix Learning Resources, 1988. Intermediate and above level. Designed to provide an opportunity for readers to grow in reading experience while exploring a wide variety of ideas: history, biology, economics, sociology, art, geography, engineering, and anthropology.

Liddle, William. *Reading For Concepts: Book E.* New York: Phoenix Learning Resources, 1988. Intermediate and above level. Designed to provide an opportunity for readers to grow in reading experience with the content being drawn from the nine disciplines of space, history, biology, economics, anthropology, geography, earth science, political science, and art.

Maggs, Margaret Martin. *English Survival Series, Recognizing Details A.* Lincolnwood, IL: National Textbook Company, 1987. Intermediate to Advanced level. Controlled reading materials keyed to comprehension needs. Subskills include simple details in pictures, paragraphs, and dialogues, identifying details through key words, supplying missing word details in paragraphs, logical sequencing of details, recognizing key details in restatement.

Maggs, Margaret Martin. *English Survival Series, Identifying Main Ideas A.* Lincolnwood, IL: National Textbook Company, 1986. Intermediate to advanced level. Comprehension skills developed through subskills that move from simple to complex. Subskills include selecting titles for pictures and short paragraphs, recognizing a key sentence, restating, contrasting with details and supplying a missing word.

Maggs, Margaret Martin. *English Survival Series, Identifying Main Ideas B.* Lincolnwood, IL: National Textbook Company, 1988. Intermediate to advanced level. Comprehension skills developed through subskills that move from simple to complex. Subskills include restating, sequencing, identifying parallel ideas. Combining information, solving cloze passages, selecting titles for stories, determining previous events,etc.

Maggs, Margaret Martin. English Survival Series, Recognizing Details B. Lincolnwood, IL: National Textbook Company, 1986. Intermediate to advanced levels. Controlled reading materials keyed to comprehension needs. Subskills include restating, logical sequencing, choosing appropriate additional details, recognizing details in various genres of writing, guessing details from clues, identifying appropriate concepts and arriving at conclusions from detailed clues.

Maggs, Margaret Martin. English Survival Series, Recognizing Details C. Lincolnwood, IL: National Textbook Company, 1985. Intermediate to advanced level. Controlled reading materials keyed to comprehension needs. Subskills include recognizing fact vs. opinion, recognizing exaggeration, selecting important details, inference, prediction, understanding figurative language from details and selecting details appropriate to the main idea.

Maggs, Margaret Martin. English Survival Series, Using the Context,Teacher's Manual for Books A,B,C. Lincolnwood, IL: National Textbook Company, 1988.
Includes contents and objectives for each book; informal evaluation/placement test; vocabulary, additional activities and answers for each lesson; wordlists.

Maggs, Margaret Martin. English Survival Series, Identifying Main Ideas, Teacher's Manual for Books A,B,C. Lincolnwood, IL: National Textbook Company, 1986.
Includes contents and objectives; informal evaluation/placement tests; vocabulary, additional reading activities, reinforcement, answers for each lesson; word lists.

Van Duyne, Margaret King. Welcome Neighbor! San Diego, CA: Dormac, Inc., 1989.
Beginner level. Students learn to read and write English while understanding U.L. Civics and developing competence in self-identification on legalization forms. Students learn to be effective with the forms requested by government agencies, employers, insurance companies, and medical personnel.

## SPEAKING

Carver, Tina Kasloff; Fotinos, Sandra Douglas. A Conversation Book: English in Everyday Life Book 1. Englewood Cliffs, N.J.: Prentice Hall Regents, 1977.
Intermediate level. The goals of this book are to generate student-centered conversations and to build core vocabulary. Book covers all about you, about you and your family, homes, days, dates, weather, shopping, your community, jobs, health, and leisure.

Carver, Tina Kasloff; Fotinos, Sandra Douglas. *A Conversation Book: English in Everyday Life Book 2.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1986.
Intermediate level. This book is designed to develop the oral cross-cultural communication skills of ESL students. Book covers communicating in English, family life, housing, employment, transportation and travel, health care, consumer information, and values clarification.

Coy, Joye Jenkins; Gonzalez, David R.; Santopietro, Kathy. *English as a Second Language Oral Assessment (ESLOA).* Syracuse, N.Y.: Literacy Volunteers of America, Inc., 1980.
The ESLOA is divided into four levels which are indicative of auditory comprehension and oral levels of English proficiency at the time of administration.

Cummings, Martha Graves; Genzel, Rhona B. *Culturally Speaking.* New York: Harper and Row, Publishers, Inc., 1986.
Intermediate to advance level. This book is to get students talking and acting comfortable in a variety of situations. Each chapter focuses on a different aspect of mainstream American culture. Students begin by making cultural comparisons and sharing information about their culture; they move on to model conversations, half dialogues, role plays, and ultimately simulation games.

Dale, Paulette; Poms, Lillian. *English Pronunciation for Spanish Speakers: Consonants.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1986.
Designed to reduce foreign accents which interfere with effective communication in English, this book includes a complete treatment of consonants, diphthongs, stress, rhythm, and intonation patterns of American English. It is particularly planned for Spanish speakers.

Dale, Paulette; Poms, Lillian. *English Pronunciation for Spanish Speakers: Vowels.* Englewood Cliffs, N.J.: Prentice Hall Regents, 1985.
Intermediate to advanced level. Designed to reduce foreign accents which interfere with effective communication in English, this book includes a complete treatment of vowels, diphthongs, stress, rhythm, and intonation patterns of American English. Particularly planned for Spanish speakers.

Elbaum, Sandra N.; Peman, Judi. *Tell Me More.* Glenview, IL: Scott, Foresman and Company, 1989.
Upper-level beginning to intermediate students. This book integrates structure and vocabulary with the communication of personal and cultural viewpoints especially suited to the adult learner. High interest topics such as marriage customs, political leadership, accepted manners, and consumerism reinforce the study of verb tenses and other grammatical structures.

Hofbauer, Cynthia Swanson; Hunter, Lynne. Adventures in Conversation. Englewood Cliffs, N.J.: Prentice Hall Regents, 1989.
Intermediate level. This text stimulating and interesting material to improve vocabulary and conversational skills. The vocabulary section begins with a list of new words and expressions, followed by three different types of exercises which reinforce their meaning. These are followed by five conversation exercises that require students to utilize the vocabulary words and their definitions in speaking on a variety of topics. Instructor's Manual included.

Rooks, George. Can't Stop Talking. New York: Newbury House Publishers, 1990.
Advanced beginner to low intermediate level. The purpose of this book is to create discussion or conversation situations in which the students do almost all the talking. To accomplish this, the students receive problems that pose serious and challenging dilemmas, ranging from budget decisions to a life-and-death situation. They also deal with a wide variety of subjects, to appeal to as many students as possible.

Rubin, Dorothy. Power English 1: Basic Language Skills for Adults. Englewood Cliffs, N.J.: Cambridge, 1989.
Intermediate book for reading levels 4-8. This book is dedicated to helping adults develop skills in usage, sentence structure, mechanics, and composition.

Rubin, Dorothy. Power English 2: Basic Language Skills for Adults. Englewood Cliffs, N.J.: Cambridge, 1989.
Intermediate book for reading levels 4-8. Helps adults develop skills in usage, sentence structure, mechanics, and composition. Covers a variety of writing skills.

Rubin, Dorothy. Power English 3: Basic Language Skills for Adults. Englewood Cliffs, N.J.: Cambridge, 1989.
Intermediate book for reading levels between 4-8. Each lesson is a simple and concise presentation of a specific writing skill.

## LISTENING AND SPEAKING

Abraham, Paul; Mackey, Daphne. Get Ready: Interactive Listening and Speaking. Englewood Cliffs, N.J.: Prentice Hall Regents, 1986.
Beginner level. Using this book, students can progress step by step from meaning and pronunciation of key expressions to practice in understanding, reacting to and producing the target language within each unit.

Geddes, Marion; Sturtridge, Gill. Jigsaw Listening. San Diego, CA: Dominie Press, Inc., 1985.
Intermediate level. Teacher's manual included. This book integrates practice in both listening and speaking skills.

Each unit has: vocabulary, listening stage, discussion stage, and exercises.

Kirn, Elaine. A Competency-Based Listening/Speaking Book 2: English in Everyday Life. New York: Random House, 1988. Survival English-Multisensory approach for beginners. Offers essential practical listening material based on typical situations in everyday life. Students respond to them in a variety of ways, practicing effective listening strategies and demonstrating comprehension through the performance of listening tasks.

Rawlinson, Mark W.; Richardson, Ora Lyn. Expeditions into English. Englewood Cliffs, N.J., 1990. Beginner level. Teacher's manual included. This book provides ESL students with extensive practice in listening and communicating more effectively in English. It contains twelve units that encourages students to use and improve their aural/oral skills. Lively and challenging, the material will have students listening and talking about their likes and dislikes, families and friends, travel experiences, shopping, and other topics of conversation.

## WRITING

Abdulaziz, Helen; Shenkarow, Ellen. Write it Right: Beginning Handbook and Composition for Students of ESL. Englewood Cliffs, N.J.: Prentice Hall Regents, 1986. Beginner level. This book begins with the alphabet and an easy-to-master form of handwriting, it progresses to writing vocabulary, simple sentence patterns, and to the production of simple paragraphs.

Carver, Tina Kasloff; Fotinos, Sandra Douglas; Olson, Christie Kay. A Writing Book: English in Everyday Life. Englewood Cliffs, N.J.: Prentice Hall Regents, 1982. The purpose of this book is to show students how to meet their everyday writing needs, by introducing them to a wide variety of writing tasks, and to the conventions associated with each task.

Krohn, Robert. English Sentence Structure. Michigan: University of Michigan Press, 1992. All levels. Ready-made samples of drills for different English patterns.

Maggs, Margaret Martin. English Survival Series, Building Vocabulary A,B,C. Lincolnwood, IL: National Textbook Company, 1986. Intermediate to advanced level. Three levels of ESL materials that encourage the student to master spelling skills. Each lesson is topic based, with a vocabulary of 25 words. Fifteen lessons in each level A,B,C. Teacher's Manuals included.

Maggs, Margaret Martin. English Survival Series, Using the Context A,B,C. Lincolnwood, IL: National Textbook Company, 1988. Intermediate to advanced levels. Teacher's Manuals included. Teaches specific word-attack skills. The exercises are varied, but fall into certain categories. The exercises differentiate, predict and help understanding.

Maggs, Margaret Martin. English Survival Series, Writing Sentences and Paragraphs A,B,C. Lincolnwood, IL: National Textbook Company, 1986.
Intermediate to advanced levels. Teacher's Manuals included. Students build writing skills they need not only to survive, but also to enhance their chances of success.

ALL FUNDAMENTALS

Batchelor de Garcia, Karen; Nixon, Barbara Henrici. Discovering English. Cambridge, MA: Newbury House Publishers, 1982. Beginning level. Teacher's Guide included. The purpose of this book is to provide beginning students of English and their teachers with lessons that were integrated yet self contained. It is a text that included everything - reading, writing, grammar, speaking, listening, and laughter.

Beal, Kathleen Kelley. Entry to English Book 1. Austin, TX: Steck-Vaughn Company, 1982.
Beginning level. Teacher's guide included. Teaches basic reading and writing skills and introduces terms and phrases necessary for day-to-day survival - signs, forms and applications, money, medical terms, etc.

Beal, Kathleen Kelley. Entry to English Book 2. Austin, TX: Steck-Vaughn Company, 1982.
Beginner level. Teacher's Edition. This book introduces and reinforces terms and phrases necessary for day-to-day survival.

Bell, Jill; Burnaby, Barbara. A Handbook for ESL Literacy. Ontario: OISE Press, 1990.
This handbook is intended to provide a practical guide to the teaching of initial reading and writing skills to adult students whose first language is not English.

Bliss, Bill; Molinsky, Steven J. Access Fundamentals of Literacy and Communication. Englewood Cliffs, N.J.: Prentice Hall Regents, 1990.
Pre-beginning level. Access is especially appropriate for students who cannot read or write in their native language or in English. It serves as a "first book" for students, offering a very careful and gentle introduction to language and literacy to prepare learners to gain "access" to beginning-level coursework.

Bowers, Barbara; Godfrey, John. Decisions. Agincourt, Ontario: Dominie Press Limited, 1983.
Multi-level use provides both controlled and free practice in oral and written English. Anecdotes illustrating universal issues are presented to stimulate discussion and enable the student to practice the knowledge he has acquired. Contains 16 chapters each of which presents a problem in anecdotal form.

Briggs, Sandra J.; Denman, Barbara R.; Lavie, N. Elizabeth; Right, Charles. In Contact Books 1 & 2. Glenview, IL: Scott, Foresman Company, 1992.
Includes student book, workbook, Teacher's edition, and an audio cassette. This communicative series develops and integrates the four language skills in contexts that capture students' interest and ensure their participation.

Camprubi, Mary O'Neill Fleming; Davies, Susan; Jones, Gabriela. Bilingual Handbook of Business Correspondence and Communication. Hertfordshire: Prentice Hall International Ltd., 1989.
The first half of the book is aimed principally at the Spanish speaking user whose target foreign language is English. The second half is aimed principally at the English-speaking user whose target foreign language is Spanish. Contents of book: commercial correspondence, business communication, and business and cultural briefing on Spain.

Cathcart, Ruth; Strong, Michael. Beyond the Classroom. Cambridge, Mass: Newbury House Publishers, 1983.
Intermediate level. A survival skills text, provides the following: cultural topics and experience which are central to understanding American society; language functions necessary to communication topics; grammatical structures; vocabulary and idioms; exercises in pronunciation, listening and responding; practical tasks; self-testing sections. Consists of 12 units which is a broad cultural topic.

Danielson, Dorothy; Porter, Patricia. Using English Your Second Language. Englewood Cliffs, N.J.: Prentice Hall Regents, 1990.
High-intermediate/advanced-level. This book provides readers with the opportunity to see and practice the grammatical features of spoken and written English in realistic communicative exercises that are focused around informative dialogues and prose passages.

Del Corso, Carolyn. Expeditions Into English. Englewood Cliffs, N.J.: Prentice Hall Regents, 1990.
Beginner level. Instructor's Manual. This book determines the notions and functions covered in the lessons of the other three components - grammar, reading, and writing. Focusing on the oral/aural aspects of communicative competence, it provides extensive practice through a variety of listening exercises and speaking activities.

Harris, Tim. Practical English 1. Orlando, FL: Harcourt Brace Jovanovich, 1992.
Good for a beginning student to learn the basic structures and how to use them to perform language functions. They practice asking for and giving information, expressing likes and dislikes, making suggestions, agreeing and disagreeing, and more.

Huizenga, Jann; Thomas-Ruzic, Maria. Writing Workout. Glenview, Ill: Scott, Foresman/Little, Brown Higher Education, 1990.
Beginner to intermediate level. This book pays special attention to the needs of new writers of English. It fully integrates writing with speaking, listening, and reading activities that manage to combine topics of adult relevance high human interest with the realities of students' limited linguistic abilities in English.

Laufer, Rose; Mendelson, David; Seskus, Jura. Functioning in English. San Diego, CA: Dominie Press, Inc., 1984.
Intermediate level. This text provides a large number of activities that will train the student to function effectively in what we consider to be main types of communication: to request and give directions, to express likes and dislikes, to make small talk, to express agreement and disagreement, to describe, to give opinions, to persuade, to develop an idea, and to interrupt. Teacher's Manual included.

## SURVIVAL/LIFE SKILLS

Bitterlin, Gretchen; Keltner, Autumn. English for Adult Competency Books 1 & 2. Englewood Cliffs, N.J.: Prentice Hall Regents, 1992.
Beginning level. These situationally oriented, non-sequential and heavily illustrated books place heavy emphasis on oral language patterns and vocabulary needed for survival in real-life situations.

Foley, Barbara; Poman, Howard. Lifelines 1, 2, 3, & 4: Coping skills in English. Englewood Cliffs, N.J.: Prentice Hall Regents, 1981.
Beginning level. This book focuses on: hello and goodbye, personal information, money and banking, transportation, food and restaurants, clothing, housing, community resources, health, the telephone, and the police department.

Jack, Darcy; Jolly, Julia; Robinson, Lynne. Real-Life English 1, 2, & 4. Austin, TX: Steck-Vaughn Company, 1988.
Beginner to intermediate level. Workbooks and Teacher's Manuals are included. These books are organized around two areas: Competencies - what learners need to be able to do with English in real-life situations, and Functions - how people use language. Competencies and functions are explored within content areas.

Pun-Kay, Dianne. Real-Life English, Pre-Literacy Workbook. Austin, TX: Steck-Vaughn, 1988.
Beginning level. Designed to be used alongside Book One to provide activities for the non-literate students.

Freeman, Daniel B. Speaking of Survival. New York: Oxford University Press, 1982.
High beginner/low intermediate level. This book is particularly addressed to newcomers to the United States and presents the basic survival contexts all newcomers must cope with.

Santopietro, Kathleen A. In Other Words. San Diego, CA: Dominie Press, Inc., 1989.
Beginner to intermediate level. This text offers ten units that identifies vocabulary of life skills topics that are common in adult ESL classrooms: personal information, health, housing, American government, shopping for food and clothing, transportation, community services, money and banking, and employment. Teacher's Edition included.

## EMPLOYMENT

Brems, Marianne. Working in English Book 2. Chicago, IL: Contemporary Books, 1991.
High beginning level. This book is designed to help you teach your beginning ESL student how to communicate and function effectively in the world of work. Students learn and use language they need to get and keep a job, as well as explore cultural issues relevant to the workplace.

How, Mamie; Savage, K. Lynn; Yeung, Ellen Lai-Shan. English That Works 2. Glenview, IL: Scott, Foresman and Company, 1982. Scott, Foresman and Company, 1982.
Intermediate to advanced level. This book is part of a comprehensive program for adults who want to learn English that will help them get and keep a job.

Robinson, Catherine; Rowe Kamp, Jenise. Speaking Up At Work. New York, N.Y.: Oxford University Press, 1985.
Intermediate level. Teacher's Manual included. Students using this book will acquire speaking, listening, reading, and writing skills as well as the cultural awareness needed to: understand how the workplace functions, learn their jobs well and advance, get along with fellow employees and supervisors, and adapt comfortably to new demands.

Robinson, Lynne. Working in English Book 1. Chicago, IL: Contemporary Books, 1991.
Beginning level. This text is a picture-based approach for the world of work. It is designed to help you to teach your beginning ESL students how to communicate and function effectively in the world of work.

## DICTIONARIES

Baron, Barbara. *New Webster's Spanish-English Dictionary.* Miami, Florida: P.S.I. & Associates, Inc., 1992.
Dictionary contains over 60,000 words and translations.

Bond, Otto; Castillo, Carlos. *The University of Chicago Spanish Dictionary.* New York: Pocket Books, 1987.
A dictionary of words and phrases basic to the written and spoken languages of today, plus a list of 500 Spanish idioms and saying, with variants and English equivalents.

Dubois-Charlier, Francoise. *The American Heritage Larousse Spanish Dictionary.* New York: Berkley Books, 1987.
Dictionary contains over 70,000 words and phrases, synonyms, abbreviations, meanings, and genders, idioms, example sentences, pronunciation guides, tables of regular and irregular verbs, commonly used phrases, and concise table of countries, nationalities, and languages.

Estevanovich, Eduardo; Pantigoso, Edgardo; Zamir, Jan. *750 Spanish Verbs and Their Uses.* New York: John Wiley & Sons, Inc., 1992.
The main purpose of this book is to give the user a clear picture of the uses of common Spanish verbs, with their prepositions in the proper contexts. A number of illustrative sentences for each entry implicitly reflect the various usages of the verb and its preposition in context.

## SPECIAL INTEREST

Billings, Melissa. *The Classroom Traveler.* North Billerica, MA: Curriculum Associates, Inc., 1990.
Advanced level. This student workbook is to help with getting to know more about transportation.

Claire, Elizabeth. *In Good Health.* Chicago, IL: Contemporary Books, 1991.
The purpose of this book is to give information about getting health in the U.S. It will also give you the language skills you need to use that information. Offers valuable information about: reading medicine labels, making appointments with a doctor, asking questions about medical treatment, understanding insurance policies, dealing with government programs, getting emergency care, and preparing for a birth.

Collier, Margaret; Vogel, Heather. *The World We Share.* North Billerica, MA: Curriculum Associates, Inc., 1991.
Beginner to intermediate level. This student workbook is designed to show them their place in the world. It introduces directions, the states, using highways, and measuring distances. Also includes a map of the United States and the World.

Cross, Carole. Look at the U.S. Book 1 & 2. Chicago, IL: Contemporary Books, 1989.
The purpose of this book is to teach the basics of U.S. history and government by reinforcing the English language skills of listening, speaking, reading, and writing.

Hirschy, Margaret W.; Hirschy, Patricia L. The Way to U.S. Citizenship. San Diego, CA: Dominie Press, Inc., 1991.
Beginning and up level. This book focuses on the information that learners need to pass the amnesty and citizenship tests required by the Immigration and Naturalization Service (INS).

Hjelt, M. Christine; Stewart, George E. Teaching English to Speakers of Other Languages. Syracuse, N.Y.: New Readers Press, 1992.
Linguists and educators have developed new theories of how adults acquire a second language. This guide presents these theories and outlines some practical teaching applications for the volunteer tutor or for the teacher unfamiliar with teaching ESL.

Levy, Wilbert. Sentence Play. New York, N.Y.: Amsco School Publications, Inc., 1984.
Lessons set up in game format. Students play a problem-solving "game" appropriate to each writing skill. After each game the principles of the skill are set forth in the rules of the games. Students apply and reinforce, their mastery of the rules in practice the rules. Students collect their prizes in the form of opportunities to demonstrate the skill at a higher level.

McDevitt, Ellen. The Cultural Literacy Handbook. Bethel Park: South Hills Literacy Improvement Center, 1992.
This book is meant to assist ESL students with the difficult task of understanding and using American idioms.

Mindell, Barbara; Stayton, R. Lee. One People, One Flag. Massachusetts: Curriculum Associates, 1990.
Intermediate level workbook that aids students who are interested in American citizenship.

Pasley, Sally Grimes; Williams, Dee Koppel. Telephone Skills. New York: Cambridge Book Company, 1987.
Beginning level. This book teaches English skills for everyday use in the areas of telephone directory listings, finding telephone listings, and information, and long distance.

Pasley, Sally Grimes; Williams, Dee Koppel. Using the Newspaper. New York: Cambridge Book Company, 1987.
Beginner level. This book teaches English skills in everyday use in the areas of the newspaper, reading the classified section, reading the classified ads.

Pasley, Sally Grimes; Williams, Dee Koppel. Messages, Invitations, and Letters. New York: Cambridge Book Company, 1987.
Beginner level. This book teaches English skills for everyday use in the areas of lists, messages, letters, and invitations.

Scheraga, Mona. Consumer Sense. Chicago, IL: Contemporary Books, 1991.
The purpose of this book is to give information about being a consumer in the U.S. It will also give you the language skills you need to use that information. Offers valuable information about: renting an apartment, getting telephone service, buying appliances, warranties, department-store buying, credit cards, telephone solicitation, and banking.

Shoemaker, Connie L.; Shoemaker, F. Floyd. Interactive Techniques for the ESL Classroom. New York: Newbury House, 1991.
Beginning to advanced learners. It is a resource book of exercises grouped according to type: warm-ups and mixers, puzzles, competitive games, critical incidents, role plays, and simulations. These techniques can enrich your existing curricular materials as introductions, as supplements, and as ways to review and reinforce. By using these exercises you will add variety and interest and encourage students to express themselves in the target language.

Shultz, Noel W. Jr; Derwing, Bruce L.; Palmer, Ian C.; Steed, James F. Breaking the Toefl Barrier! Englewood Cliffs, N.J.: Prentice Hall Regents, 1991.
Intermediate to advanced level. Provides the English language skills and test taking strategies to achieve high scores on the TOEFL.

Walsh, Robert E. Basic Adult Survival English Book 1 & 2. Englewood Cliffs, N.J.: Prentice Hall Regents, 1992.
Beginning level. This program offers refugees and other newcomers to America the competency-based language instruction and cultural orientation they need to get along in everyday life situations.

Wigginton, Sally. Look at the U.S. Literacy Level. New York: Contemporary Books, 1989.
Beginning level. With this text, you can introduce the basics of American history and government to students who are able to read little or no English.

Willing, Ken. Learning Styles in Adult Migrant Education. South Australia: NCRC Research Series, 1988.
This book introduces the important field of learning styles in relation to second language. The author provides a comprehensive survey of the literature on cognitive and learning styles. He then outlines a major study into learning style preferences among students.

ADDITIONS

Ferreira, Linda. Notions by Notion: Beginning ESL Practice Book. New York: Newbury House Publishing, 1981.
Beginning/Intermediate level. It's aim is to help secondary and adult students become fluent in the essential English they need for everyday life.

Gould, Penni. Musically Speaking.
Warminster, PA: Partners for English as a Second Language, Inc., 1992.
Cassette Tape included. Beginning to Advanced levels. The use of this book and the accompanying cassette tape is meant to reinforce and reintroduce structures that have previously been presented and to demonstrate to the student the fact that these all too often dull, lifeless grammatical rules, that seem disjointed and so far removed from anything of importance in the student's real world, can come together to form the fabric of language that is actually used by English speaking people to express their real feelings, desires and hopes.

Heald-Taylor, Gail. Whole Language Strategies for ESL Students. San Diego, CA: Dominie Press, Inc., 1991.
This book applies the essence of the holistic theory, commonly referred to as the Natural Approach, to teaching methods. It highlights and outlines quality learning strategies in language arts for people learning English as a second language. Although reading and writing are the key language components emphasized, listening, speaking, drama, and visual arts activities are also included.

Kline, Kathy; Pryzgoda, Kathleen; Turrentine, Haywood. English as a Second Language Literacy Handbook. Chester County: Opportunities Industrialization Centers, Inc., 1991.
Book contains lesson plans on negation of sentences, interrogative forms, the shape of English forms, prepositions in mathematics, using "Word Dominoes" to create sentences, and letter recognition.

Langenscheidt. Pocket Spanish Dictionary. Maspeth, N.Y.: Langenscheidt Publishers, Inc., 1985. This Spanish-English/English-Spanish dictionary takes due account of the very latest developments in both languages. It is designed for wide use and is suitable for beginners and more advanced students alike.

Boatner, M.T.; Gates, J.E.; Makkai, Adam. A Dictionary of American Idioms. Hauppauge, N.Y.: Barron's Educational Series, Inc., 1987.
Contains more than 5,000 American idiomatic words and phrases; it is an ideal tool to increase fluency and comprehension of students whose first language is not English.

## ADDITIONAL REFERENCE MATERIALS FOR ESL

Bell, Jill; TEACHING MULTILEVEL CLASSES IN ESL; Dominie Press, Inc.; San Diego, California; 1991.

Bell, J., Burnaby, J.; A HANDBOOK FOR ESL LITERACY; OISE Press; Toronto, Ontario; 1984.

Collins, Vickie (Editor); ESL BIBLIOGRAPHY; The Free Library of Philadelphia, Philadelphia; 1989.

Colvin, Ruth J.; I SPEAK ENGLISH: A Tutor's Guide to Teaching Conversational English. LITERACY VOLUNTEERS OF AMERICA, INC.
5795 Widewaters Parkway; Syracuse, NY 13214; 1986

Danielson, Dorothy and Patricia Porter; USING ENGLISH: YOUR SECOND LANGUAGE; Prentice Hall Regents: Englewood Cliffs, NJ; 1990.

ERIC; From the Classroom to the Workplace: TEACHING ESL TO ADULTS; Center for Applied Linguistics, Washington, D.C.; 1983.

Garfinkel, Alan; ESL AND THE FOREIGN LANGUAGE TEACHER; National Textbook Company, Skokie, Illinois; 1982

Guglielmino, Lucy Madsen; ADULT ESL INSTRUCTION: A SOURCEBOOK; Scott, Foresman and Company, Glenview, Ill.; 1991.

Heald-Taylor, Gail; WHOLE LANGUAGE STRATEGIES FOR ESL STUDENTS; Dominie Press, Inc., San Diego, California; 1991.

Lane, Martha A.; ESL IDEA BOOK; The Free Library of Philadelphia, Philadelphia, Pa.; 1990.

Northampton Community College; ELM: English Language Matrix; Pennsylvania Department of Education; 1991
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Pimsleur, Paul; HOW TO LEARN A FOREIGN LANGUAGE; Heinle & Heinle Publishers, Inc.; Boston, Massachusetts; 1980

Pryzgoda, K., Kline K., Haywood, T.; English As A Second Language LITERACY HANDBOOK; Chester County Opportunities Industrialization Centers, Inc., Pa.; 1991
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Rance-Roney, Judith A., Martin, Beverly; ESL: READING IN A SKILLS CURRICULUM; AdvancE: Harrisburg, Pa.; 1990

Shoemaker, Connie L. and F. Floyd; INTERACTIVE TECHNIQUES FOR THE ESL CLASSROOM; Newberry House, New York, NY; 1991

U.S. Dept. of Education; TEACHING ADULTS WITH LIMITED ENGLISH SKILLS: Progress and Challenges; 1991

Willing, Ken. LEARNING STYLES IN ADULT MIGRANT EDUCATION: National Curriculum Resource Centre, Australia; 1988